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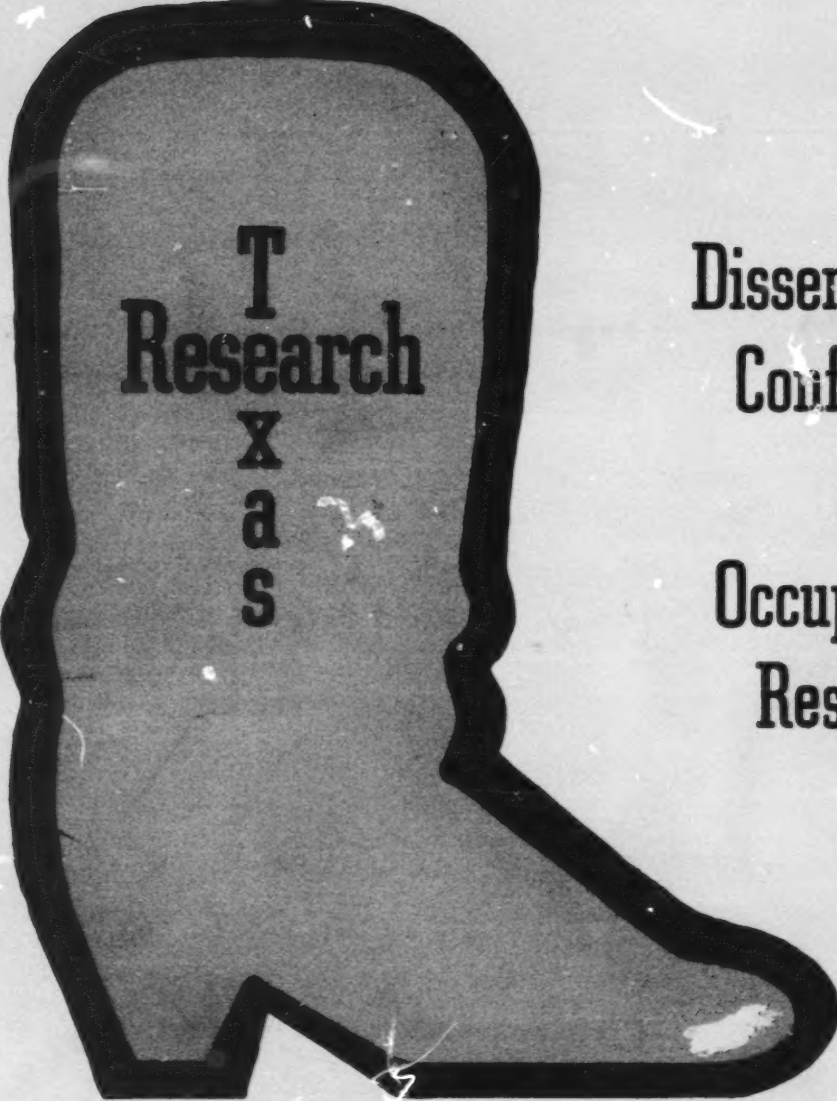
ABSTRACT

A dissemination conference on occupational research in Texas focused on research completed during the past two years, research in progress, and newly funded research projects for fiscal year 1980. Among the presenters were L. Millard Collins, who spoke on the importance of research and communication problems; Alton Ice, who spoke on the need to direct research money to teachers at the secondary and postsecondary levels; and Virginia Cutter, who spoke on the role, scope, and function of the Division of Dissemination. Small group presentations centered around twenty-one research projects that have been completed within the past two years. (Conference evaluation data and abstracts of the twenty-one research projects are included.) (LRA)

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Report of Proceedings

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Dissemination Conference on Occupational Research

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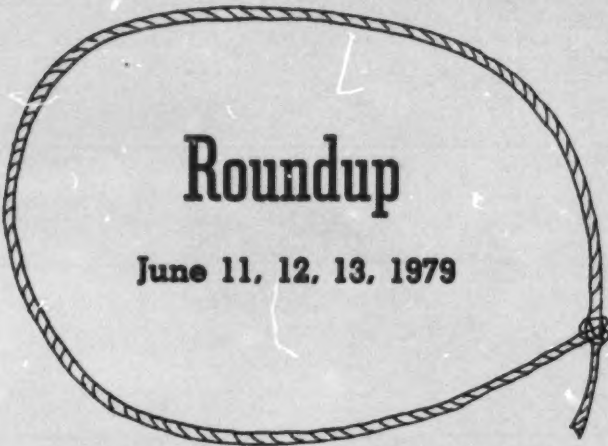
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June 11, 12, 13, 1979

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Texas A&M University
Memorial Student Center
College Station

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Roundup

June 11, 12, 13, 1979

**The Center for Career Development and
Occupational Preparation
College of Education
Texas A&M University
Summarizes Proceedings
of the
Dissemination Conference on
Occupational Research
at
Texas A&M University
Memorial Student Center
College Station**

**Sponsored in Cooperation with:
Department of Occupational Education &
Technology
Texas Education Agency**

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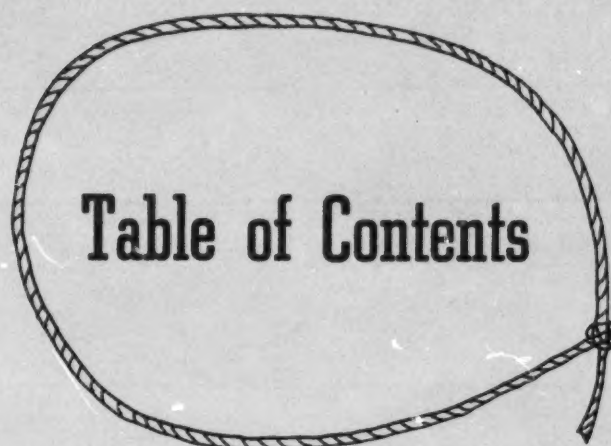


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Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

May 9, 1979

TO THE ADMINISTRATOR ADDRESSED:

A Dissemination Conference on Occupational Research in Texas will be held at Texas A&M University in College Station June 11-13, 1979. The conference will focus on research completed during the past two years, research in progress, and newly funded research projects for fiscal year 1980.

Vocational educators are invited to participate in this conference to learn about results of research and their implications for improving vocational education programs. One representative from each independent school district may use vocational travel funds to participate in the conference. Other persons may participate with their travel funded by local monies, as appropriate to your local priorities.

We hope a representative can participate in this conference to keep your district apprised of some of the newest developments in vocational education.

Sincerely,

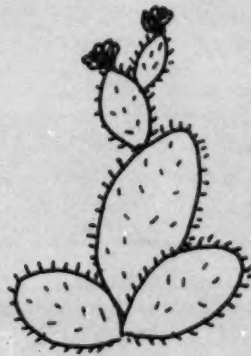
A handwritten signature in cursive script, appearing to read "L. Harlan Ford".

L. Harlan Ford, Deputy Commissioner
for Programs and Personnel Development

Foreword

Occupational research has been elevated to a position of prominence in Texas through the efforts of capable researchers and the visibility afforded their work through various dissemination phases. Project directors who sit tall in the saddle led conference participants along the research trail for three full days. Some of Texas' top hands presented proven ideas for vocational programs as research results were highlighted in the fifth Dissemination Conference on Occupational Research in Texas.

The Department of Industrial Education and the Center for Career Development and Occupational Preparation in the College of Education at Texas A&M University were pleased to host the conference and to report the proceedings to you through this publication.





Trail Bosses

**Oscar Millican, Director for Research
Research Coordinating Unit
Dept. of Occupational Education
and Technology**

**Donald Clark, Project Director
Associate Dean for
Research, College of Education
Texas A&M University**

**Sharon Colson, Conference Coordinator
Research Specialist
Center for Career Development
and Occupational Preparation
Texas A&M University**

**Doris Gutcher
Conference Secretary
Center for Career Development and
Occupational Preparation
Texas A&M University**

**Tom Waskom
Graduate Assistant
Department of Industrial Education
Texas A&M University**

Featured Bronc Busters

L. Millard Collins, Manager
Word Processing Education
Office Products Division
IBM Corporation, 2300 Main
One Main Place, 22nd Floor
Dallas, Texas 75250
214-573-2237

Nationally known as a speaker and writer, Mr. Collins has traveled in Mexico, Europe, and the United Kingdom as a speaker and consultant lecturing to management and office personnel on key areas relating to office systems. Further, he has worked closely with the American Management Association, chairing a number of seminars. He is active in a number of associations relating to business management, education and government. In his current position, he is a part of the Word Processing Systems Support Staff in Dallas, the National Center for Customer Education.

. . . .

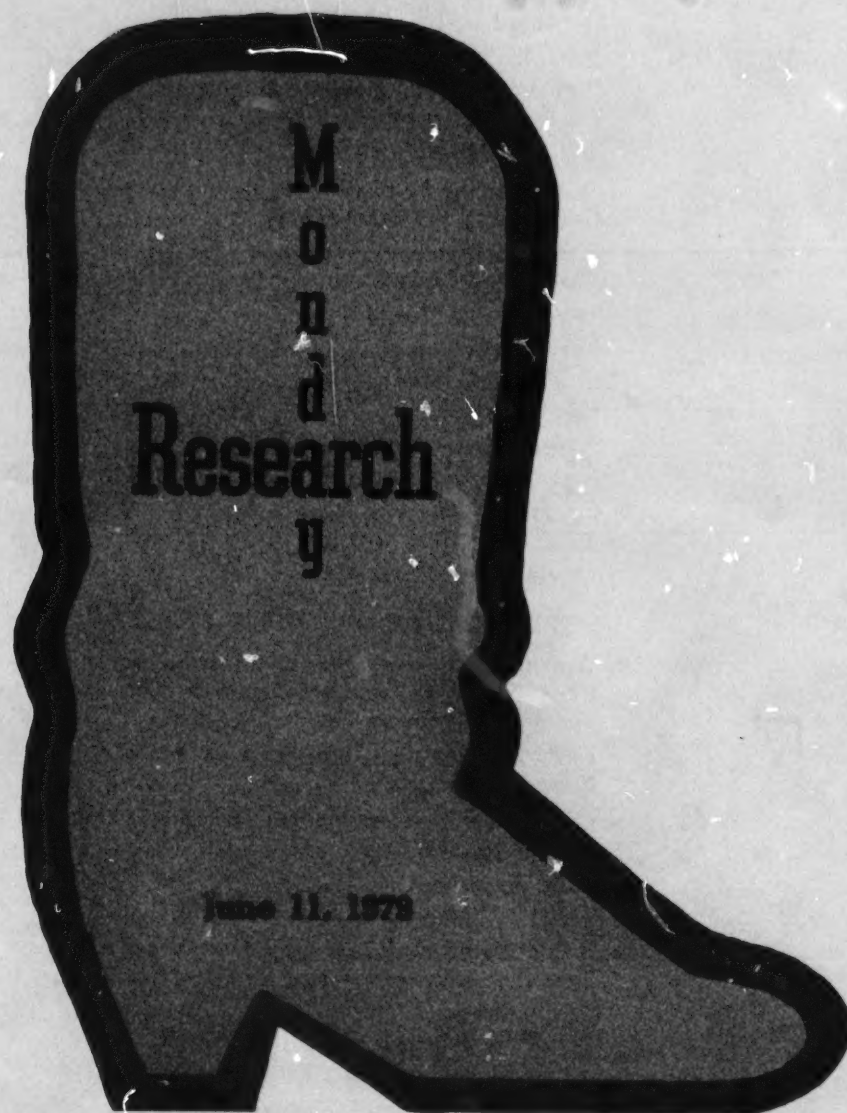
Alton D. Ice
Executive Director
The Advisory Council for
Technical-Vocational Education
in Texas
Box 1886, Austin, Texas 78767
512-475-2046

A former teacher and area supervisor of vocational agriculture and a former executive secretary of the Vocational Agriculture Teachers Association of Texas, Mr. Ice has served as executive director of the ACTIVE since 1969. He is completing his term as President of the 50,000 member American Vocational Association; thus becoming the first Texan in 29 years and only the second in the 54 year history of the AVA to serve in that capacity.

. . . .

Virginia Cutter
Director, Division of Dissemination
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
512-475-5601

The Division of Dissemination in the Texas Education Agency is designed to coordinate information for Texas educators. Funded through federal, state, and regional sources, a joint effort by the 20 regional education service centers and the Texas Education Agency has been established. Ms. Cutter described the Division of Dissemination, its role, scope, and function. She further elaborated on the CITE Resource Center, the Demonstration Schools Network, and the Texas Diffusion Network.



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TRAIL RIDE SCHEDULE

Monday, June 11, 1979
Memorial Student Center
Room 224

- 10:00 a.m. - noon **Registration**
- FIRST GENERAL SESSION**
- 1:00 **"Howdy, Podner!"**
Welcome, Introductions
Donald Clark
Texas A&M University
- 1:15 **"Checkin' the Herd"**
Overview of the Conference
Sharon Colson
Texas A&M University
- 1:30 **"Blazing New Trails"**
Keynote Address
L. Millard Collins
IBM Corporation
- 2:00 **"Ranch Review"**
Role, Scope and Function of the Research Coordinating Unit
Oscar Millican
Texas Education Agency
- 2:30 **"Dismount for Coffee"**
- "PRESENTATION OF PROVEN STOCK"**
- Topic #1 • Design and Development of a Curriculum in Energy
2:45 Conservation to Train Secondary and Post-Secondary
Vocational Students
C. Paul Green and Charles Orsak
Navarro College
- Topic #2 • Curriculum Development for Specialized Distributive
3:15 Occupational Areas
Edith Patterson
Houston Independent School District
- Topic #3 • A Pilot Program to Test the Effectiveness of a Career
3:45 Education Delivery System for Correctional Institutions
Curtis Jackson
Windham School District
- Topic #4 • An Assessment of the Advisory Council for
4:15 Technical-Vocational Education in Texas
John Skinkle
Texas A&M University
- 4:45 • "Dismount and Unsaddle"
- 8:00 p.m. • "Jamboree"
Reception
Ramada Inn
College Station

*Note: Presentations are listed by institution conducting the research. Presenters may be employed by a different institution.

"BLAZING NEW TRAILS"

Keynote Address

L. Millard Collins
IBM Corporation

When I hear an introduction, I'm often reminded of the funeral where the minister kept speaking and kept speaking and, finally, the mother nudged the son and said, "Will you go up and see if that's your father?" I asked how long I should speak and I was told, "We're going to bring in another speaker in about thirty-five or forty minutes from the time you start, but you can speak as long as you want." There isn't anything worse than getting in conflict with a second speaker so, I can assure you, I'll abide by the time.

Even though it's right after lunch, I'd like for each of you to listen intently to what I have to say because, when I finish, there will not be a national commentator to come to the stand and tell you what I said and that, in itself, should be a relief in today's world. Seriously, it's good to be here. I was on campus for a couple of years, many years ago. Even though many have retired and there have been many changes, it is good to be back.

I "sell change!" How many of you "sell change?" None of you "sell change?" Put your hands up high. You're very modest, I think all of you "sell change." Some of you are in ag. education, some of you are in technical education, some of you are pure vocational, some of you may be in office education as relates to a vocational/tech. cross-section. Some of you may be in research — various areas of it. But I think you're all in the information business. How many of you agree with me? Good, we have agreement there. I think there is an information explosion. It may seem trite, but about two months ago I was asked to speak in Tulsa on the paperless society. I didn't like that subject. Do you know why I didn't like it? Because I don't think we are anywhere near it. In World War II we used to declare in the Air Force that if we didn't get rid of the paper we were going to lose the war. I sometimes think if we don't get rid of the paper, we are going to lose the nation. How many of you feel that way? Regardless of your vocation — if it's professional, semi-professional or just getting people ready to enter jobs, we must look at the essentiality of the paperwork we are creating. After working in education for some ten years, I can say that we missed the boat in that respect. I can take off on the collegiate schools of business — I have a double major in business and English and I've taught both. I wish more people would teach both because that's our

biggest problem — the language problem in this nation today. Do you agree or not? I just looked at the paperwork study which Ford funded. How many of you have seen that? The "federal paperwork commission," — How many of you are affected by federal legislation? Let me see the hands. Well, those who don't have their hand up, you must be extinct or something, because we all are. Well, Ford funded this organization and Carter blessed it and made it a study, you see, for four years. I'll give you an overview quickly. It's five volumes (you wouldn't expect it to be one volume). It's not net but there is a net volume that's about 50 or 60 pages. This study reveals that it costs one hundred billion dollars a year to run the federal government's legislation that's been imposed on the federal government and all of us out here whether you're in education, government or business. We all have it. That's equivalent to five thousand a year for every living American whether you are a senior citizen or an infant. Think of it — that's a lot of money. Horton from the State of New York was the head person on the commission. He says that a substantial amount could be reduced through non-duplication of effort and information. By avoidance of some of the unnecessary and by looking at the essentiality of what it would take to run each of our organizations as well as the local, state, and federal government, it could be reduced by ten billion dollars in any one year. "The challenge is there," cited one community college that wanted a grant. I'm paraphrasing from the report but I've read it several times because I've pondered over it. I think this is part of our problem regardless of what we are in and the research that needs to be done. What is essential in the paperwork mill? How many of you feel plagued by it? The computer is 25 years old. Have we maximized the computer? I'll answer that. In my book, no! Have we done much with office systems? No! Have we trained anyone in any of the disciplines in the school of engineering, the school of medicine, the school of law, the school of education? There are two facets that I think will make them successful. One is in how to handle administrative detail in a way that is sufficient and economical. That's what my job is and that really defines "word processing." How many of you don't know what word processing means? Well, I should define it. It's a program for improving the efficiency and effectiveness of your

communications whether it's written, oral or what have you. Now with all the computers we have today, we still have an awful lot of work that's not computerized. We're beginning to see the computer and the office come together. The office is the nerve center of your organization and, yet, it is probably the most neglected. Let me finish my point. In the school of business, we graduated accounting majors for six years. I used to teach personnel management, methods of business research, statistics and administrative management. No one took my courses except as electives. Do you follow me? Then they went out and they got into the administrative trivia; they got into personnel. I didn't create the people society. I've had to work awfully hard the last fifteen years to survive it. Because when I got out of college in 1939 and went to work, at \$115 a month I was so glad to get that salary teaching school that I didn't dare (that was for 9 months) criticize the boss or complain about anything. Everything was fine, the drinking water was fine, everything was fine. The preparations didn't bother me a bit. When we have change in our society, do you agree or not? How many of us have had to change with it? What do we do about managing change? When I think of research, I think first of looking for the unknown. Too much of our research in every area is frankly a repetition. I have been in the educational community either in business or out there for ten years right with you professionals. I spent time in the masters degree doing research and getting research methods (and certainly at Indiana University you don't get through there with 68 hours on your doctorate without a lot of research methods). Sometimes we research the thing that really doesn't give us the credibility that we need to move that particular part of our profession forward. So looking for the unknown is the real challenge, I think. However, let me hasten to say the second phase of research as I see it, is to look for additional information in data relating to past assumptions in research. How much is pure research — have any of you done pure research? Let me see the hands of those who have done pure research. You don't see any need to ever touch it again. It's pure, it's finished. There's no doubt that your conclusions were all finished. That's part of the problem. Last week I was up in Colorado Springs because I was giving a systems presentation to the Air Academy to some 25 people from their data processing and office systems staff. When I arrived at the Antler Hotel in Colorado Springs at 9:20, the radio said, "if you're out in front of the hotel or if you are anywhere near Pikes Peak, this afternoon the Skylab will pass over at 9:32." Boy, I got that cart in the hands of that bellman or doorman and I rushed in and no one was in front of me and I've never registered as fast and got upstairs to the sixth floor, rushed back down, the assistant manager was out

front and the doorman. I said, "Are you going to watch the Skylab?" They said, "No, is it coming over?" I said, "Yes, it's due anytime. There it comes!" Well, four and a half minutes was all the time we had to watch it. You know a plane at 340 miles above the earth would move like this, wouldn't it? Who is in engineering? — it would move very slowly. This was going like this — like a shooting star. With one great big light on the bottom of it (only one light left, I understand) and I hope all those pieces stay up there with that light. But, anyway, I wanted to see it because I've never seen it. Skylab. How many of you have seen the Skylab? If you watch the next few nights, you may be able to see it.

The third part of the research is in new fields of human endeavor as society and technology advances. I don't think we are going to stop it. It's a puzzlement to me that we can put a man on the moon in '69 and '70 but we can't produce enough energy today to run our society, not only in this nation but the world over. I've had the opportunity of traveling in South America, Mexico, Europe and all over the United Kingdom. We've got some real attitudinal problems as related to vocations. I arrived in London in February. It's a little annoying to arrive on a big jet with all the people that it can carry from Dallas to London, nonstop, and arrive and have one man in customs checking people through. Two big jets arrived about the same time (over 300 people). I stood in line for over two hours. Customs war on strike. One man checking our passports. He didn't even look in our bags to see what we were taking into the country. He couldn't. When I arrived downtown, the garbage people were on strike. I've never seen so much garbage in plastic bags and some of it wasn't in bags. The birds were having a heyday even in February. While I was there, the ambulances went on strike, the nurses went on strike. The day after I left, eleven or twelve days later, the railroads went on strike. This is an attitudinal problem and I think is beginning to sweep. Let me tell you why I think it is, if you want to research something that's different. We have a fourth grade understanding of the free enterprise system in this nation regardless of what your vocation is. We, as professionals, need to correct it. A survey was done sometime ago of 20,000 high school graduates. It was found that only four percent of those students took any course in business or economics other than typing. Now I think that that is deplorable. You can say what you like about the research — I know there has been a lot done in consumer education, but have we applied that to our vocational/technical areas of research as it relates to the area that is represented here? Do any of you remember Johnny Bean, one of your A&M graduates that was from El Paso? Johnny came to Sherman the year I did, I believe, or maybe had been there one year. One morning we were hav-

ing coffee before school started about eight o'clock in the cafeteria. About eight of us teachers were in there and Johnny walked in. He had a little tiny egg in this hand and a great big egg in this hand. He said, "Before I came to Sherman, the hens were laying this size egg. I've been here two years and look what we are getting now!" Well that leads me to productivity.

The factory workers in this nation, from 1965 to 1977 had a productivity increase of somewhere around 35 to 40 percent. The office workers, the people handling office systems and paper work had a four percent increase. Yet, we know that unless we can increase our productivity across the board, that inflation and our economy are going to be grossly affected now and in the future. Speaking of the world of work, we are beginning to see women. We are 78,000 office workers short in this nation this year. Before 1990, according to the U.S. Department of Labor, we will be six hundred thousand office workers short. So there's another reason for looking at the essentiality and researching, who is going to handle the flow of information. I was with a large oil company about two months ago and I said, "You people say you are in the petroleum business. I contend you are in the information business." Do you realize that because of the federal regulations of the oil companies, none of them can throw away any piece of paper and haven't been able to for two years?" Now I don't care how good a microfilming system you have, that's a lot of microfilming. Look at our filing of records. How many of you in a department with 15 people feel that all 15 people, including the 15 support people, are filing the same thing because it seems that none of us trust each other? The filing cabinets in most of our agencies in government, business, and education are good for one purpose and that's to hold the building down in a high wind. Because research shows that we only use 15 percent of what's in those filing cabinets again. Now you say, "Wait a minute, Collins. I use mine more than that," and you may in the educational environment or research environment. But let me assure you that I can show you plenty of file drawers that are absolutely useless. In duplication, 12 or 15 people in the same department, the secretaries have the same file. There was a time when we had enough confidence in our office workers. When Sputnik went up, what did we do in this nation? We were scared to death the Russians would beat us into just a ball. So the first legislation was passed in 1959. I was one of twenty-five businessmen invited to Washington with twenty-five educators to decide how that money was going to be spent. They came right on board with foreign language (French mainly, that should have been Chinese or Russian, I think, but anyway it was French). My three sons got subjected to those three

years of French. You had to, to get into a college in the east. We were living in New York at that time. Pure math, pure science and guidance. A lot of people that were tired of teaching subjects went back and took 12 hours of guidance and became guidance counselors. They said, "Don't take business, don't take vocational ed., don't take technical education. That's for the dummies." Am I right or not? Now, we have a challenge to prove those people wrong. Because I think part of the disenchantment of the young people in the 60's is because parents were trying to force them to become doctors, lawyers, scientists, mathematicians, when they didn't want to. Now, think for a moment. How many people did we need in nuclear physics as nuclear chemists? Five percent, six percent, eight percent? I don't know, I'm not smart enough to tell you. But I know one thing, it certainly wasn't right to force every student through that foreign language, math, pure science into a liberal arts program at the university level and ignoring vocational. I have a deep feeling as a taxpayer and as a parent, an educator, and a businessman that we owe it to these high school students to equip them in four years to do something. Most of all, we have the responsibility of equipping those people with an attitude that work is honorable. The best way to do that, I think, is by emulation. I don't think that we as taxpayers can overpay a good teacher and I said this to Sharon and Mr. Clark at lunch. But you don't have to go too far to overpay a poor one. We've got the same problem in business today. We had mass education after the war. I was involved in education and active and we said we'll educate all the children of all the people to the maximum of their ability. But no one said a thing about mediocrity or how we would live with it. I have a feeling that if you begin to pull the top down, the gifted, sooner or later you get everyone. Kinda', well what difference does it make? It's rather like the cost of living raise that the faculty used to get at North Texas. I worked pretty hard and I thought that was pretty devastating, someone leaving the office at 3 o'clock and not seeing students, teaching as little as possible, teaching the preferred hours if they could get them, and getting the same amount of raise that I would get. We've got to realize that you pay on performance. You pay on merit, and there's the way you get people motivated and know, if you do a good job, you're going to get more money and that's the way you get productivity out of them.

Management is the key. Another bit of research. I think transportation, as it relates to agriculture, distributive education and office work is a real problem. I've been hit by some pretty shrewd people. A group of attorneys called me when I was in New York about five years ago. They wanted to know how soon those attorneys could stay home and do their work. Well I

think it's going to be awhile before we're going to have terminals in every home to where you can communicate and send things back and forth. I'm not as concerned about the office or the work environment. The world of work is a challenge. I believe that "sleep knits the raveled sleeve of care" and work puts us back to where we need some more knitting and I think we've kind of lost a little bit. I don't think we've lost the work ethic, I think management has to rise up to direct and lead and tell people. Psychologists have been telling us since the turn of the century that people want to be told what to do. They want direction. How many of you agree with me? But look at what we did in the 60's, parents were afraid of kids, teachers were afraid of kids, police were afraid of all of us. Now we're beginning, I think, to pay for this. The absenteeism in our offices is absolutely atrocious. I can't tell you if they get to the farm to work, or the factory, or to the fertilizer place. I haven't surveyed that, but I can tell you about absenteeism — the least little excuse, they stay home. Well, we don't want them to work if they are ill but management people tell me that the same grandmothers died four times in one year. They're going to have to remember their stories if they are not coming to work. The older worker, some of them are very abled bodied. If we're going to let congressmen stay up there until they're 85, we ought to be able to work people out in the offices and in your line of work until they are 65 or 70. Don't you think so? I don't know why these people can't think as well or better. By the same token, we have got to look at this older worker. Will they curtail productivity? Will they improve it or will we know how to use those people? This is a very good area of research. Some people don't want to work beyond 55. I know some people who have already quit at 40. They just haven't retired. Their pension is not large enough so it doesn't have anything to do with age as much as it does perspective, attitude, and how you perceive of your role and your contribution. I think, too, that we've got to be very careful. If we think people are going to continue to rush to the big cities and drive in their own transportation I don't see this as possible. I don't see mass transit getting us into the city of Dallas. If any of you have been to Houston, we're rapidly becoming another Houston in Dallas. I can see it in three years. I went out to what I thought was a farm about a mile and a half from where my house is now. I remembered that there was about 1,000 acres of land within a mile and a half or two miles from the house. You know, there's not a bit of that land left now. Houses all over it, they are so close together you just feel like you would like to push the walls back. I'm not living in a condominium but I'm living in a "con-community" or something. I don't know what it is. All that land. Are we going to get people in and out? Four lane highways now are

packed where there were two lanes three years ago. What are we going to do? Are we going to have to move in? Are we going to move out? What's going to be the working environment? A lot of this needs to be researched and I think the educational community is a good place to do it. What about the changes — will our changes be so fast that Marshall McLuhan will be right, that it will be like the charge of the brigade? Will we just be engulfed with the changes? Will we be able to take as fast as they'll come as a society? I remember, as an undergraduate student, having to read the *Rise and the Fall of the Roman Empire*. I was about as interested in that as I was in *Midsummer Night's Dream* or something. But by the same token, when I was in graduate school and I had to read it again, it took on a new meaning. About 5 years ago I reread some of it, not all of it but part of it, enough to see that there's a message there for us. I'm chairman of an Economic Business Understanding Committee that was created a little over a year ago. We have the U.S. Chamber of Commerce, the National Association of Manufacturers, the Jaycees in it. We're looking at what we can do to get state legislators, school boards, school administrators, businessmen and government officials to realize that our system is beginning to erode. If it's not what we want as a free enterprise system and a good economic system, then we had better get the politics and the economy and the social order in order or we may settle for something less. Do any of you differ with that approach? Do you think it's timely or not? How many of you do? Let me see the hands. Some of you may be asked to help with it before it's over. I think there is some research that needs to be done there. You ask the average man or woman on the street — not you people, you're not average. Right now I know it's frustrating. You don't know if the federal government is at fault or the oil companies or both or whether it's the people that have lined up against us in foreign countries. It's pretty hard to read and come out with any knowledge. So we are going to have to be careful with what we teach and what we advocate. I don't think we have all the answers. Another area that needs to be researched is how we run our organizations with mobile management. I don't see this changing when I get on an airplane today, I think everybody's management must be going somewhere. I have a theory that when Gabriel blows his horn, 95 percent of us in management will be in a meeting. The rest of us will be packing our briefcases to go. Now what goes on in your organization when you leave? How apt are you in delegation? How many of you have a comfort zone that you do something that someone else could do much better? If you're so comfortable doing it, don't get on to the challenge or the ideas or the research projects that need furthering. How many of you, don't answer this for gosh sakes, feel that you're doing

what your organization hired you to do? Don't answer that. It would be intimidating, I'm afraid, to many of us. By the same token, I think that management has a charge there in freeing us up of those things that it can. Some of this will be automated; some of it is not essential but we have never looked at the nerve center where most of our information known as the office is gathered. Look at what we're doing to ourselves. It didn't matter when we were paying an office employee \$65 a week, \$125 a week, \$200 a week. I went back through the Civil Service Commission and looked at a GS 6 about six years ago. That person in 1948 with very little in fringe benefits was in a range of \$16,020 a year to \$27,000 with the midpoint around \$21,000. That was not bad, where do you suppose the GS 6 midpoint is today in the U.S. Civil Service Commission? You start at two and go up to about a twelve where most office workers would stop and then you go in to semi-professional and then professional. \$11,800 was somewhere around 25 percent in fringe benefits. Now you can carry that over into your educational offices, you can carry it over to your business offices. They are not doing more in productivity according to the research. We are not getting more in productivity, we're getting almost a plateau, and yet we have enough technology to help us. A lot of office research and the technical areas supporting the office are going to have some very exciting things happen in the movement of information. Most of you know that the satellite is going to come. We are not going to be that far from the one that our organization, Etna and Comstat are working on. It's going to fan information, electronic mail. I'm sure you've read about that. It will be North American Continent, Canada, Alaska and Hawaii. If we can have instant war and instant olympics, we can have instant communications. Right now, I'm chairman of an Office Standards Committee with the Computer Business Equipment Association housed in Washington, D.C. It's an international group. A year ago we had an international meeting. We had three people from Japan, two from Italy, two from Spain, nine Germans, four Englishmen, two Frenchmen, and three people from the Kremlin. Three years ago this May the Kremlin opened its office system staff headed by a woman, if you will, and two men. The woman spoke beautiful English and we had a cocktail party and dinner in the evening and she was dressed like any American woman. She spoke without much of an accent. We know that Russia for instance had computers to put a Sputnik up, we know about their technology, we know how they get where they get because they don't consider the individual, they consider the project more important. I think we have the responsibility of researching and finding ways that we can bring about this change and get the progress we need and the technological advancements to support each of the

vocations you represent, and at the same time maintain respect for the individual. That's going to take a lot of time. I don't think any of us have all the answers, I know I don't. I guess some of us might feel kind of like the English teacher that finished the unit in Grammar for six weeks and said, Today we're going to do creative writing. Johnny said, "Ms. Smith, I ain't got no pencil." She said, "Gee, Johnny, don't say 'I ain't got no.' Say, 'I have no pencil, she has no pencil, they have no pencils'." He looked around completely confused and said, "Well, who in the hell has all the pencils?" I think, sometimes, we wonder who has all the answers? I don't think any of us do, but collectively I think there are a lot of good answers out there.

Before we change things we need to realize that much of the basic things we did in training people twenty or thirty years ago have not changed. We did add two. I'm a great believer that one of our weakest situations happens to be in the word power, the ability to communicate, if we're going to have one world (Wendell Willkie's book, *One World*, wouldn't be laughed at today if he were here to enjoy it). I'm convinced that we are already communicating from here to Europe and around the world and we'll be doing more of it. It may take more capable people to communicate information from your location to the Texas Education Agency or back to the Research Center here at Texas A&M University than we've had up to this time. At the Telecommunication Conference a year ago, in Los Angeles, four of us in office systems were asked to speak and I thought (it was a very technical group) we'd have four or five people in the ballroom maybe, we didn't know what we would have. The ballroom filled up with those technicians. Their problem is that they have the information and they have a data base but their transmission of that information to the source of need and use is not there. What do people do after they get it? You see we're such creatures of habit. As I said earlier, I don't think the paperless society will be here, I think that we have to learn to look at the essentialities and get rid of the useless paper. Before we change anything, though, we want to be sure we know what we are changing. I'm not one of those. I guess you've heard about the father whose son had very long hair. He insisted for a year that he cut it and he told his neighbor the next morning, "You know. I could kick myself cause Johnny had this long hair and beard and I insisted that he cut it and I made a big mistake." He said, "How's that?" "Now I have to look at his ear clips!" Now I think sometimes we are guilty of something similar to that and we change for change sake without any reason. Remember, too, with all of our technical world I think Aristotle gave us a little advice many years ago "when looms weave by themselves, men's slavery will end." I've worked with

enough office machines that are semi-automated and automated and I think that the computer has an awful lot of information today. It's a big data base. Data base management is another almost new vocation. But I'm beginning to see a trend to push this information down to the end user and in the format that it is wanted and only what is wanted by being able to tap from your own satellite location or functional area and get it in the format needed, rather than taking the whole manifold payout of the computer. Do you follow what I'm saying? In other words, get information in the format that you need rather than taking more than you really want. I think this could be applied to research, also. We know that there is an awful lot of use of the computer in the research field today. I think that if our training in these technical areas are separated from the real world that we have a problem. It reminds me that all of us have had football tickets or theatre tickets with a little stub that says, "Void if detached." I think we sometimes get the theory over here without the realism and I think there's an awful lot of things that need to be researched in the world of work that would bring realism and lasting value to the research that's done, rather than maybe researching something that's not as applicable as something else. I'm not being critical of your type of research as I'm not as close to it as many of you are.

I don't know how you feel about George Burns, I think he's a funny man but when someone asked him what it was like to play God, he said he thought it was just great because no one could tell him exactly what it was he was supposed to do. I think sometimes when we start out in research, we don't know exactly where we are going but I think the end result is the usability and practicality and the number of people that will be affected by what we research. I wish that I had time to expand on some of these points, but I don't because I'm going to stay within my time schedule. If you feel that something is pecking away at your own vocation, I think there is a way to put these back on track and have them meaningful to our youth and continuing education. I don't believe there is a saturation point in education. If there were I would have been out of luck because I've had to continue to learn as most of you have. We have millions of people participating in community college vocational/tech programs and that should be encouraged. I never seem to object to the dollars we spend for education because I think the price of ignorance is three or four times what it would cost to educate our people. I think education is the secret for minority groups. We all know by legislation that we've had to hire these people, we've had to train them, you've had to put them in your schools or in your departments. The same thing is true in business. We have a lot in common and I'm for that. I also feel that we need to look at why those people were

disadvantaged because I've seen some of them in the ages from twenty to thirty change their spots considerably. So I think we have responsibility in seeing what we can do to change those spots earlier or the holding power to keep them in school. Our committee has already determined that it is much cheaper to pay the educational bill than it is the crime bill. This will go all the way to our congressmen in this economic understanding and free enterprise system that we have to give something back to this economy if we are going to take so much from it. I think an enemy which has been recognized is an enemy that is half defeated so whatever you feel the stream against you is, once you've recognized it, you can researchfully get around it with the facts. I was asked to speak and you were asked to listen. I appreciate the fact that I don't think any of you finished before I did — and that's a compliment! Thank you very much.



"RANCH REVIEW"

Role, Scope, and Function of the Research Coordinating Unit

Oscar Millican
Texas Education Agency

When our conference planners sent me the agenda for our conference I was rather amused that I had been designated as a Trail Boss of the Research Roundup and further amused to find that I appear three times on your program, once in a segment this afternoon entitled, "Ranch Review," and tomorrow I'm going to "Keep an Eye on the Horizon" and you'll be relieved to note that you "mount and un-saddle" shortly thereafter. On the final day it appears that I am going to present "Research Trail '80 Yippie!" Now those of you who did not submit successful proposals this year may have something other than "yippie" to say. I think to properly fulfill the role of Trail Boss, I should at least have a ten-gallon-hat and western boots and perhaps a horse but, I'm sorry to say, I have none of those things. I am, however, what you might call a real Texan and I use that term because of an old experience I had at Syracuse University many years ago during my first week of classes there. I was approached by a fellow student at the end of class and he said, "When I heard you speak in class today I think I heard a southern accent." He said, "Are you a southerner?" I said, "No, I'm a Texan." He said, "A real Texan?" I said, "Yes, I am," and he said, "Well, you're the first one I've ever seen," so in that context, I was unique. I think that was another occasion where I did need the ten-gallon-hat and the boots and the horse to be appropriately impressive.

In looking further at the program, I'd like to talk a few minutes about the role, the scope and function of the Research Coordinating Unit. Now just what is a research coordinating unit and perhaps why a research coordinating unit. Those of you who have been around for 15 or 16 years and before will recall that there were no research coordinating units prior to 1965. The term was first used in the Vocational Education Act of 1963. That legislation made available, for the first time, funds specifically for vocational research and made it possible for states to apply for a federal grant for the support of what's been called a research coordinating unit. In 1965, twenty-four states applied for funding of research coordinating units and in the following year Texas and nineteen other states applied and were funded. The Texas Research Coordinating Unit began in the summer of 1966 and we became operational in about October of that year. In the original proposal that we submitted to Washington in 1966, we indicated that we wished to establish within the State Department of Education

a research coordinating unit that would be responsible for not only the coordination of research but the improvement of vocational research throughout the state. We set forth in our original proposal five major objectives: The first, to identify areas of need in research and to establish priorities; the second to stimulate among agencies and institutions in the State of Texas an interest in vocational research; third, to coordinate the efforts of these agencies and institutions in the area of vocational research; fourth, to consult with these agencies and institutions assisting them in seeking funds needed for research and consultative services and in methodology and techniques; and fifth, to collect, catalog, and prepare for dissemination the results of various research projects and to disseminate these findings throughout the state and nation. That is the purpose of this and all previous dissemination conferences, to disseminate the results of research.

One of the first things we did in initiating the research coordinating unit in 1966 was to send a questionnaire to about 200 vocational educators throughout the state to help them to help us to determine what the research needs of the state should be. I think you'll be interested in knowing that we were given forty-three different research topics by our respondents. I'd like to read to you the first ten of those priorities. Now these were given to us in the early part of 1967 and see if you think they are still valid in mid-1979:

1. Develop improved methods of providing occupational information to counselors and students;
2. Determine ways and means of improving the image of occupational education among students, parents and educators.

This was, at the time, a very big item if you will recall. We did have a big problem nationwide improving the image of vocational research. Mr. Collins referred to our earlier unfavorable image in vocational education.

3. To determine the changes needed in teacher education programs;
4. Develop improved methods of communication between employers and educators;
5. Develop new methods of follow-up counseling to induce public school drop-outs to re-

turn to school and enroll in occupational education programs;

6. Develop improved techniques for occupational guidance;
7. Determine the curricula changes needed in high school occupational education programs;
8. Determine the effectiveness of work/study programs in reducing the number of drop-outs.

Work/study programs, as most of you will remember, were a very new thing at that time.

9. Develop and conduct follow-up studies to determine the effectiveness of existing occupational education programs in preparing students for employment; and
10. Develop strategies and models for the evaluation of vocational education.

Those sound familiar, don't they, here in 1979? Again there were 33 other topics suggested to us by our respondents. Now what was our reaction to these recommendations, during the next three years in which we operated? Under a federal grant, a direct grant, we funded a variety of vocational research projects that focused on these suggested priorities. Let me read you a few of these and some will sound familiar to you. At the Brownsville Independent School District back in 1967, A Follow-up Study of Adult Basic Education; at St. Phillips College in San Antonio, A Pilot Project to Train Mentally Retarded Girls as Nurse's Aide; at Amarillo College, A Study to Determine the Need for a Health Occupations Program; here at Texas A&M, A Project to Develop a Plan for a Vocational-Industrial-Technical Education Curriculum Center (that one sounds familiar doesn't it?). Also at A&M, A Project to Determine the Requirements for Employment into All Farm Agriculture Occupations; at Central Texas College in Killeen, A Study of Postsecondary Automotive Mechanics Programs; at El Centro College in Dallas, A Project to Develop Occupational Guidance Materials; at Texas School for the Blind, A Project to Provide Pre-vocational Work Experiences for Blind Students; and here again at A&M, A Study of Buildings and Equipment in Texas Junior College Drafting Technology Programs; and a final project here at A&M, A Study of Postsecondary Electronics Technology Programs; and at Texas Tech, a Project for the Development of a Home Economics Instructional Materials Laboratory. Now these were our early projects initiated in direct response to those priorities suggested by, as I said, about 200 educators from across the state. Including those projects, we have reviewed and processed 300 research proposals since 1966. I think you'll be in-

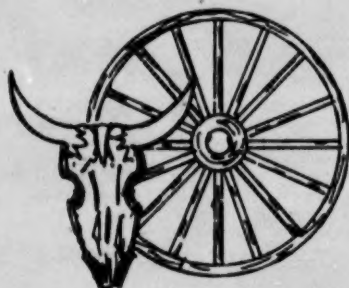
terested in some figures pertaining to that number. One hundred, eighty-nine of those 300 have been approved and funded. That's 63 percent of the total. Now, what institutions submitted these proposals and what percentage of those proposals were approved? Of the 300 proposals, 126 of them were submitted by universities, 67 percent of those proposals were approved; 95 proposals were submitted by junior and community colleges, 62 percent of those proposals were funded; independent school districts submitted 27 proposals, 56 percent were funded; education service centers submitted 20 proposals and 14 of those proposals (70 percent) were funded. Other institutions such as the state schools and Texas State Technical Institute and other institutions submitted 32 proposals and 50 percent of those were funded. So, over the almost 14-year-period (thirteen years now) our record is 63 percent approved, 37 percent disapproved. We might look for a moment at the investment required to support those research projects. Through June 30 of this year, through the end of this month, we have invested in excess of \$5.8 million in federal funds and, in addition to that, there have been about \$530 thousand in local money. So, there we have the better part of \$6.4 million that have been developed during the first thirteen years. Now we anticipate that slightly more than \$500 thousand will be committed for projects in fiscal year 1980 beginning July 1 of this year. So, by our fourteenth anniversary date of the RCU, we will have funded approximately \$7 million in research projects. On Wednesday we will be talking specifically about eleven or twelve of those projects that will be recommended for funding.

Now, initially, when the RCU was established, we had the responsibility for research, period. No other responsibility. Over the years, we have acquired other responsibilities. In 1968 we acquired the responsibility for exemplary projects. We have had, on occasion, the responsibility for the Annual Report for the State Plan for Vocational Education and a variety of peripheral activities. Under the present legislation, as most of you know, is Public Law 94-482. We have much broader responsibilities than ever before. We have responsibility for what is now called Program Improvement and Supportive Services. In addition to research, which continues to be my responsibility, we have a category of programs called Exemplary and Innovative under Ray Barber's direction. We have Curriculum Development Programs being coordinated by Pat Lindley, Vocational Guidance and Counseling Programs are coordinated by Joe Tokash with the assistance of Walter Douglas. Leo Shriner is coordinator of Vocational Education Personnel Development and he is assisted by Russell Walker. In addition to these program improvement and supportive services, we have two other responsibilities within the present RCU. One is the Coordination of

Equal Access to Vocational Education and we have assigned to us Dr. Cecil Wright who is the coordinator of Equal Access. We also have responsibility for coordination of the Adult Creditship Program and this is coordinated by Dr. Dan Lowe. Tomorrow, when looking at federal legislation, rules, regulations and State Plan requirements, I'll provide additional details about the kinds of projects that we are going to fund in FY 80 and the kind of research we are looking for on down the road three to five years from now. Prior to tomorrow's discussion of legislation, rules and regulations and the State Plan, I'd like to read to you Section 1.14 of the present State Plan for Vocational Education which sets forth the present responsibilities of the RCU. Item Number One, identification of statewide needs and priorities for program improvement and supportive services (this is very much like our 1966 objectives except that it is much broader in nature); two, the development of a comprehensive plan for the statewide program of program improvement and supportive services; three, we provide assistance to institutions in the planning, development, funding, initiation, operation and evaluation of program improvement in supportive activities, and again, last but not least, we have an ongoing responsibility for the dissemination of information pertaining to the utilization of program improvement and supportive services and the dissemination of the products of these activities. I think, if you have looked at your program carefully, you'll note that we, again, have a wide variety of research projects and our project directors, as usual, I'm sure, will present an adequate description of what's now underway.

There has been much in the news that is, as far as vocational education is concerned, about the impact of vocational research. The present legislation required that you, as applicants, demonstrate a rea-

sonable probability that results of your research will be utilized in a classroom or other teaching situation within a period of 5 years. Now this has been interpreted by some, and I might say some of our critics, to mean that we must present hard evidence that our projects have impact and we've had this term "impact" imposed upon us without definition. Now I pursued this rather loose definition and found that in Webster's *New World Dictionary*, "impact," among other things, means the power of an event or idea to produce changes, to move feelings, etc. Well, I think that the "impact" through vocational research on vocational education can be measured in terms of observed changes and attitudes among vocational educators as well as observed changes in the structure and the function of the vocational education system. In addition to that, we do have the rather hard evidence that the products of many of our research projects have been implemented and are now being used in the classroom throughout the state and throughout the nation. I might add, a part of our dissemination process is to send our products to all the other state RCU's, to the U.S. Office of Education and to the ERIC system, and to the state library systems, the Legislative Library in the State of Texas, and to what we loosely refer to as potential users throughout the state and nation. Each research report is delivered to us and a minimum of 200 copies. We make our selective dissemination among those addressees that I just mentioned. During the next three days that I mentioned before, you will hear these comprehensive reports, about 17 projects now in progress and some projects recently completed within the last two years. I think, when you have heard what the project directors have to tell you, that you will agree with us that we have in Texas a quality and variety of occupational research that is unexcelled!



"Presentation of Proven Stock"

Topic #1 - Design and Development of a Curriculum in Energy Conservation to Train Secondary and Post-Secondary Vocational Students

The results of the project provide a sound basis for the training of secondary and post-secondary vocational students in energy conservation.

Presenters: C. Paul Green
Charles Orsak
Navarro College
Corsicana, Texas 75110
214-874-6501

Topic #2 - Curriculum Development for Specialized Distributive Occupational Areas

The research involved field testing, evaluating, revising and publishing curriculum guides in the specialized distributive education areas of fashion retailing, food distribution, industrial/wholesale marketing, and finance credit. It is expected that the improved curriculum materials will contribute to the improvement of distributive education.

Presenter: Edith Patterson
Marketing & Distributive Education
Houston Independent School District
3830 Richmond
Houston, Texas 77027
713-623-5269

Topic #3 - A Pilot Program to Test the Effectiveness of a Career Education Delivery System for Correctional Institutions

The results of the project (in the form of a field tested model for a career education delivery system) have been made available to correctional institutions throughout the nation.

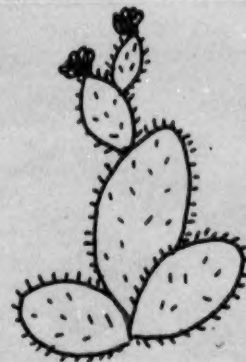
Presenter: Curtis Jackson
Windham School District
P.O. Box 40
Huntsville, Texas 77340
713-295-6371

Topic #4 - An Assessment of the Advisory Council for Technical-Vocational Education in Texas

The intent of the project was to determine the effect of the activities, recommendations, and operation of the Advisory Council on vocational education in Texas. Attention was focused on (a) the history, establishment, and implementation of the Council, and (b) an in-depth analysis of Council recommendations. Both substantive and procedural recommendations were posed for further consideration.

Presenter: John Skinkle
Interdisciplinary Education Department
Texas A&M University
College Station, Texas 77843
713-845-6816

*Note: Presentations are listed by institution conducting the research. Presenters may be employed by a different institution. Complete descriptions of the projects are included in the Abstract Section of this report.





Tuesday, June 12, 1979
Memorial Student Center
Room 224

SECOND GENERAL SESSION

- 8:15 "Hit the Trail"
Announcements
- 8:30 "Riding Circle"
The Advisory Council for Technical/Vocational Education in Texas
Alton D. Ice, Executive Director

9:00 - 9:45

**"HOPE AND BRAND PROVEN IDEAS FOR
YOUR VOCATIONAL PROGRAMS"**

Small Group Presentations

- Topic #5 • What Vocational Cooperative Teacher-Coordinaors Do in
Room 224 Their Job in Secondary Schools in Texas
Mike Mitchell, Texas A&M University
- Topic #6 • A Model Clinical Evaluation System for Respiratory Therapy
Room 203 Education
Michael Lawler, The University of Texas Health Science
Center, Dallas
- Topic #7 • Development of Occupational Investigation Resource
Room 229 Materials
Sheryl Lackey, East Texas State University
- Topic #8 • Training of Child Care Providers to Use a Nonsexist
Room 203A Approach to Child Development
Lin Moore, San Antonio College
- Topic #9 • Evaluation of Home Visitation as an Integral Part of
Room 230 Vocational Homemaking Education
Brenda S. Mitchell, EPD Consortium of Northeast Texas
- Topic #10 • A Study to Develop Techniques and Procedures to Enable
Room 231 the Handicapped Student to Succeed in Community College
Vocational Programs
Joan Jernigan, Texas A&M University
- "Dismount for Coffee"

10:15 Small Group Presentations Repeated (Same as above)

THIRD GENERAL SESSION

Room 224

- Topic #11 • The Development of Vocational Counseling Material for Use
11:00 in the Women's Support Services Program
Jim Elliot, University of Texas, Austin
- 11:45 - 1:15 "Cook Shack Time"

1:15 - 2:00 p.m.

"SCOUT NEW RANGES FOR FUTURE FENCING"

Small Group Presentations

- Topic #12 • Mainstreaming Handicapped Students in Vocational
Room 203A Education
Marilyn Kok, Texas A&M University

- Topic #13
Room 228 • **Identification and Analysis of New Occupations in Distributive Education**
Ken Hogue, Texas A&M University
- Topic #14
Room 229 • **An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture**
Herman D. Brown, Texas A&M University
- Topic #15
Room 230 • **Pilot Project in Vocational Gemology**
Orlando Paddock, Paris Junior College
- Topic #16
Room 203 • **Development of a Competency Based Curriculum of Related Instruction for Maintenance Apprentices in the Chemical Industry**
William L. Raley, College of the Mainland
- Topic #17
Room 231 • **Development of Guidelines for Summer Vocational Agricultural Programs in Texas**
Marvin J. Cepica, Texas Tech University
- 2:00 Small Group Presentations Repeated (same as above)
- 2:45 "Cool Drink from the Canteen"
Room 224

FOURTH GENERAL SESSION

Room 224

- 3:15 "Keep an Eye on the Horizon"
Legislation, Rules, Regulations and State Plan Requirements
Oscar Millican
- 4:15 "Dismount and Unsaddle"
"Chuckwagon Supper"
3-C Bar-B-Que
Bryan
Hospitality 6:30
Supper 7:00
"Songs by the Campfire"
"Energy. Today's Maverick;
Tomorrow's New Herd"
Dan Householder, Head
Department of Industrial Education
Texas A&M University



"RIDING CIRCLE"

The Advisory Council for Technical/Vocational Education in Texas

Alton D. Ice
Executive Director

I am pleased to share this important conference with you.

My commendations to Sharon Colson for putting together a very informative program, and my hope is that you will receive the full impact of the research being done in Texas and take it to the instructional level... where the tire meets the road.

The general context of my remarks will relate to Section 132(b) of PL 94-482, which requires that proposer demonstrate a reasonable probability that the contract will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within 5 years after termination date of such contract.

In reviewing the list of projects that are being reviewed at this conference I am impressed by the fact that we have a good cross section relating to curriculum, instructional techniques, special populations such as handicapped, disadvantaged, sex equity, etc. I expect these are substantive in their findings.

The council in its report in 1974 addressed the matter of involvement of some of the grassroots instructional personnel in the establishment of priorities, involvement in the design of research to address problems. These along with some other recommendations were rejected as being inappropriate. We tried the same thing in 1975 with the same results. However, in 1976 we did recommend that proposers be involved in the review process and that we strengthen our dissemination efforts and these were accepted. We also listed nine topics that we were told by people in the field needed attention. These were accepted by the SBVE, but I am not aware that any of them have been addressed. The legislature did solve one this last session when they passed a law returning to the semester system, from the quarter system. The council does have a responsibility under Section 31.31(12) TEC, to "recommend research projects as may be necessary to implement and improve a statewide system of T, V, and manpower training from funds provided by appropriations from the U.S. Congress or private gifts, grants, or awards."

I feel that we need to vary our approach to research. As I mentioned earlier, we have some excellent research as a result of our proposal system. However, it would seem that it would take RFPs to address some of the topics I mentioned about the council recommending. I assume it would be within

the law to have mini grants, targeted primarily at teachers at the secondary and post secondary levels. My contention is that much of the innovation in instruction and curriculum at least has its germination at that level. Often instructors would be willing and able to share their unique techniques with others, if they had a little help in the form of a mini grant, for example. Another benefit of this would be the involvement of instructional personnel.... getting them interested in improvement through research and demonstration.

When it comes to dissemination.... I said in the abstract of my presentation, that "dissemination.... is a continuing responsibility of all facets of the vocational community." Who do teachers talk to.... professionally?... naturally to their local administration and supervision and this is a key link. Their professional organization... Does the TVTA and other vocational association newsletters carry information about research projects?... A major link with vocational teachers are the TEA field consultants, are they involved in research and its dissemination?... of course much of the worthwhile research will find its way into the inservice activities of the appropriate group.

Then we come to the printed word, ... I still have a gripe on many of the projects at this point. The council has not done a lot of research, and by some people's standards, probably we have not done research at all. However, one thing we do as a result of research, reports and other projects is to develop a brochure.... might call it a flyer.... but something that tells what happened in a format that can be read in less than 5 minutes. In most cases this information may be about all the people want to know about the project.... what happened! For example, some five years ago we did the statewide survey of employers on what they liked and disliked on job applicants. We are still reprinting these brochures, and I believe over 75,000 have been distributed. The full report has been out of print for at least 2 years. There is nothing wrong with an "executive summary," but in most forms they would be too expensive to hand out at a teachers conference of 2-3,000, even though they are abbreviated.

The bottom line.... when we do something.... share it with others. Research in education is hard enough to sell anyhow.... and when we keep it on the shelf, or when it addresses such a restricted population, we find ourselves talking to ourselves. I

doubt that it is necessary to remind you of the relatively poor image that research, innovation, exemplary, national center for research, etc. have with the congress. In fact Section 130 was not easy to get in the Education Amendments of 1976. Last year the senate zeroed the appropriations for programs of national significance after some heavy lobbying we got \$10 m put in, which is less than half of the previous appropriation this year Ohio has gotten Senator Glenn to really work on this we hope we do better. Research has never been a strong priority of the state legislature in fact they generally feel that money for education should go to the classroom and if it doesn't then they cast a jaundiced eye. For example, considerable questions have been raised with regard to the number of personnel in administrative, supervisory and support positions. To say nothing of the faculty load of universities.

You are well aware that the only research money we have to work with at the present is primarily from 94-482. We are less than two years from the reauthorization process. I don't know how well aware you are of the movement toward this activity but it is substantial.

Even though my remarks have been somewhat negative in certain aspects, they are deliberately so to attempt to raise your consciousness to these points

1. Broad based involvement in establishing priorities and identifying research problems ... to be sure we are researching topics that can improve vocational education.
2. Have a flexible approach to broaden our research resources, by using proposals, RFPs and mini grants.
3. Take a look at our dissemination techniques ... how effective are they? What kind of impact do they have on instructional programs?
4. How much bang are we getting out of our research dollars?
5. Don't hide your light under a bushel!!! There is nothing wrong with sharing your research projects with your member of congress ... also people like Jack Jennings, who is counsel to the House Educ. and Labor Committee and let your state legislator know that we are actually spending some money on something that impacts programs, not just salaries and other so-called personal aspects. You might even contact Ione Phillips, Director of AVA Publications. There are the Voc-Ed, Update, Special Report, monograms, etc. and possibly a referral. We need to strengthen our constituency ...

My parting comment "Pogo philosophy we have met the enemy, and the enemy is us!!!!" I believe we can do the big job we have, but all must work at it real hard.

Best wishes as you continue your conference. Thank you.



DON'T FENCE ME IN

Oh, give me land, lots of land under starry skies
above,

Don't fence me in,

Let me ride thru the wide open country that I love,
Don't fence me in,

Let me be by myself in the evening breeze,
Listen to the murmur of the cottonwood trees,
Send me off forever, but I ask you please,
Don't fence me in.

Just turn me loose,
Let me straddle my old saddle under neath the
western skies
On my cayuse, let me wander over yonder till I see
the mountains rise.

I want to ride to the ridge where the West
commences,

Gaze at the moon till I lose my senses,
Can't look at hobbles and I can't stand fences,
Don't fence me in.

"Rope and Brand Proven Ideas for Your Vocational Programs"

Small Group Presentations*

Topic #5 - What Vocational Cooperative Teacher- Coordinators Do in their Job in Secondary Schools in Texas

From a list of 211 tasks, questions were answered relative to the average percent time spent, setting in which learned, importance, and tasks appropriate for assistance by a teacher aide. Other findings concerned differences in tasks performed by coordinators in large and small schools, large and small communities, more experienced coordinators compared with those having less experience, and full-time coordinators compared with coordinators of combination programs.

9:00 - 9:45	10:15 - 11:00
Chairperson: David Gill	Betty Mayfield
Interdis. Ed. Dept.	Acad. Counseling
Texas A&M Univ.	Texas A&M Univ.
Presenter: Mike Mitchell	
935 Regency	
Richardson, Texas 75080	
214-231-6959	

Topic #6 - A Model Clinical Evaluation System for Respiratory Therapy Education

The process by which the clinical procedures for entry-level practitioners were specified and by which the requisite evaluation methodology and instrumentation were developed was discussed. A preliminary analysis of the results, including student performance data, faculty-student acceptance, and the utility of the data management system was also presented.

9:00 - 9:45	10:15 - 11:00
Chairperson: Betty Mayfield	David Gill
Acad. Counseling	Interdis. Ed. Dept.
Texas A&M Univ.	Texas A&M Univ.
Presenter: R. Michael Lawler	
The University of Texas Health	
Science Center at Dallas	
5323 Harry Hines Blvd.	
Dallas, Texas 75235	
214-688-2810	

Topic #7 - Development of Occupational Investigation Resource Materials

To meet the needs of the rapidly expanding Occupational Orientation program and to satisfy the curriculum priorities established statewide, it was essential that quality instructional resource materials

be developed, field reviewed, and field tested for occupational investigation teachers. The result of this project is a teacher's handbook and four curriculum guides on Occupational Investigation for teachers throughout the State of Texas.

9:00 - 9:45	10:15 - 11:00
Chairperson: Kenne Turner	Danny Schertz
Interdis. Ed. Dept.	Agricultural Ed.
Texas A&M Univ.	Texas A&M Univ.
Presenter: Sheryl Lackey	
Occupational Curriculum Lab	
Secondary Higher Education	
East Texas State University	
Commerce, Texas 75428	
214-468-3173	

Topic #8 - Training of Child Care Providers to Use a Nonsexist Approach to Child Development

The project developed packets of materials including suggested resources and learning activities for developing programs for eliminating sexism. Results of this work and the accomplishments of community workshops was presented.

9:00 - 9:45	10:15 - 11:00
Chairperson: Ann McDonald	Lindy Wright
Ed. Psych. Dept.	Interdis. Ed. Dept.
Texas A&M Univ.	Texas A&M Univ.
Presenter: Lin Moore	
San Antonio College	
1300 San Pedro	
San Antonio, Texas 78284	
512-734-7311	

Topic #9 - Evaluation of Home Visitation as an Integral Part of Vocational Homemaking Education

Homemaking teachers, school administrators, and Texas Education Agency staff members have expressed concerns during the last few years regarding the role of home visitations as a part of vocational homemaking education in Texas. This funded study to identify the status of home visitation surveyed every useful homemaking teacher in the state. A review of the findings of this study identified contributions

*Note: Presentations are listed by institution conducting the research. Presenters may be employed by a different institution. Complete descriptions of the projects are included in the Abstract Section of this report.

tions of home visitations to the effectiveness of homemaking education, and provides information for making decisions regarding needs, alternatives, resource materials, and improvements related to home visitations. Methodology related to developing, validating, and pilot testing the survey instrument was also presented.

9:00 - 9:45	10:15 - 11:00
Chairperson: Lindy Wright	Kenne Turner
Interdis. Ed. Dept.	Interdis. Ed. Dept.
Texas A&M Univ.	Texas A&M Univ.
Presenter: Brenda Shepherd Mitchell	
EPD Consortium for Northeast Texas	
P.O. Box 1300	
Richardson, Texas 75080	

Topic #10 - A Study to Develop Techniques and Pro-

cedures to Enable the Handicapped Student to Succeed in Community College

This study established criteria for the successful completion of the vocational technical program and identified barriers (other than architectural) which inhibit enrollment or completion of such a program in community college programs.

9:00 - 9:45	10:15 - 11:00
Chairperson: Danny Schertz	Ann McDonald
Agri. Ed. Dept.	Ed. Psych. Dept.
Texas A&M Univ.	Texas A&M Univ.
Presenter: Joan Jernigan	
South Central Texas Regional	
Training Center	
P.O. Box 40	
San Antonio, Texas 78291	

"Scout New Ranges for Future Fencing"

Topic #11 - The Development of Vocational Counseling Material for Use in the Women's Support Services Program

This project provides a much-needed support service for Texas high school women who are considering or have already enrolled in vocational education programs designed to prepare women for employment in jobs which have traditionally been limited to men. A video-tape (30 minute) entitled, *Break-out*, is the product of this research.

Presenter: Jim Elliot
Journalism Department
University of Texas
Austin, Texas 78712
512-471-7708

Topic #12 - Mainstreaming Handicapped Students in Vocational Education

Specific content for instructional materials has been determined through research involving literature and research reviews; input group interviews with teachers, administrators, parents of handicapped youth, and other professionals in the field. A multi-media program has been developed which is suitable for both groups and individual participation. This session featured the project's results.

1:15 - 2:00	2:00 - 2:45
Chairperson: Doris Gutcher	Dan Langen
Center for Career	Industrial Ed.
Development and	Texas A&M Univ.
Occupational	
Preparation	

Presenter: Marilyn Kok
Vocational Special Needs Project
Interdisciplinary Education Depart.
Texas A&M University
College Station, Texas 77843
713-845-2444

Topic #13 - Identification and Analysis of New Occupations in Distributive Education

The objectives of the research were 1) to identify and document training requirements for new and emerging distributive occupations and existing distributive occupations that have not received placement and training in the past, and 2) to evaluate existing curriculum for use in these areas and demonstrate the techniques for collecting, analyzing and applying occupational information in developing curriculum and job performance tests.

1:15 - 2:00	2:00 - 2:45
Chairperson: Nan Crowell	Doris Gutcher
Interdis. Ed. Dept.	Center for Career
Texas A&M Univ.	Development
Presenter: Richard Dickenson	
Research Associate	
Texas Engineering Experiment Station	
Texas A&M University	
College Station, Texas 77843	
713-845-5110	

*Note: Presentations are listed by institution conducting the research. Presenters may be employed by a different institution. Complete description of the projects are included in the Abstract Section of this report.

Topic #14 - An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas

Development of core curriculum material to be used in a four year program for students enrolled in vocational agriculture in secondary schools was presented. Curriculum guide includes subject matter areas, topics, periods of instruction, and units by years. Also, time allocated for local adaptation of topics unique to local communities is included.

1:15 - 2:00 2:00 - 2:45

Chairperson: Kenneth Usiak Nan Crowell
Industrial Ed. Dept. Interdis. Ed. Dept.
Texas A&M Univ. Texas A&M Univ.

Presenter: Herman Brown
Agricultural Education Department
Texas A&M University
College Station, Texas 77843
713-845-2951

Topic #15 - Pilot Project in Vocational Gemology

This research sought to develop on a pilot-basis a curriculum and training program in vocational gemology designed to prepare students for employment in the jewelry industry.

1:15 - 2:00 2:00 - 2:45

Chairperson: Jerry Davidson Paul Rainey
Interdis. Ed. Dept. Interdis. Ed. Dept.
Texas A&M Univ. Texas A&M Univ.

Presenter: Orlando S. Paddock
Director of Gemology
Paris Jr. College
Paris, Texas 75460
214-785-7661

Topic #16 - Development of a Competency Based Curriculum of Related Instruction for Maintenance Apprentices in the Chemical Industry

The project staff, through working with other educators and representatives from the chemical industry, have translated previously developed job analysis into a competency-based curriculum for the training of personnel in nine maintenance occupations common to the chemical industry (boilermaker-rigger, carpenter, electrician, instrument repairer, insulator, machinist, painter, pipefitter, and pumper-gauger). The research features 69 course outlines and 727 distinct instructional modules.

1:15 - 2:00 2:00 - 2:45

Chairperson: Dan Langen Jerry Davidson
Industrial Ed. Dept. Interdis. Ed. Dept.
Texas A&M Univ. Texas A&M Univ.

Presenter: William L. Raley
College of the Mainland
Texas City, Texas 77590
713-938-1211

Topic #17 - Development of Guidelines for Vocational Agriculture Summer Programs in Texas

Texas production vocational agriculture teachers are employed on a 12-month contract because of the need for instruction year-round. However, until now, no research effort has been directed toward this phase of the total vocational agriculture program in Texas. The questionnaire and conference approach were utilized to develop guidelines for summer vocational agriculture program operation in order to make the summer program more inclusive, visible, and accountable.

1:15 - 2:00 2:00 - 2:45

Chairperson: Paul Rainey Kenneth Usiak
Interdis. Ed. Dept. Indus. Ed. Dept.
Texas A&M Univ. Texas A&M Univ.

Presenter: Marvin J. Cepica
Agricultural Education Department
Texas Tech University
P.O. Box 4169
Lubbock, Texas 79409

Topic #18 - The Development and Utilization of a Model to Create an Awareness of Sex Bias and Sex Stereotyping in Vocational Education

Using homemaking teachers in the state as the subject group, the research sought to adapt existing materials and to develop new materials which would increase the awareness of sex bias and sex stereotyping in the classroom.

Presenter: Wilma Griffin
Department of Home Economics
University of Texas
Austin, Texas 78712
512-471-4287



"KEEP AN EYE ON THE HORIZON"

Legislation, Rules, Regulations and State Plan Requirements

Oscar Millican
Texas Education Agency

Vocational program improvement and supportive services, as described in Section 4.0, Part I, of the Texas State Plan for Vocational Education, consist of research, exemplary and innovative programs, curriculum development programs, vocational guidance and counseling, and vocational education personnel development. Within the research category, program improvement and supportive services include:

- applied research and development projects
- projects to test the effectiveness of research
- curriculum development projects
- program development projects
- projects to disseminate the results of research.

The Research Coordinating Unit (RCU) is responsible for coordination of all vocational improvement and supportive services administered by the Texas Education Agency and for the review and processing of proposals prepared and submitted in accordance with these instructions.

General instructions set forth the common requirements for all proposals submitted to the Research Coordinating Unit under the provisions of Section 4.0, Part I, of the Texas State Plan for Vocational Education. Additional requirements and supplementary instructions for proposals pertaining to research are provided in a publication entitled *Guidelines for the Preparation and Submission of Proposals for Vocational Program Improvement and Supportive Services*.

The proposal must include: (1) a cover page; (2) a one-page abstract; (3) a narrative section; (4) a personnel section; (5) a facilities, equipment, materials, and supply section; (6) an evaluation plan; (7) a section identifying needed contractual services; and (8) a budget summary and detailed budget. Ten copies of each proposal, containing all information required must be submitted to the Document Control Center, Texas Education Agency.

Proposals prepared and submitted in accordance with the instructions will be reviewed as soon as practicable by the RCU staff and other qualified persons as required by Section 3.4, Part I, of the Texas State Plan for Vocational Education.

Each proposal will be evaluated in terms of (1) compliance with the instructions for the preparation and submission of proposals; (2) relevance to priorities and special emphases in vocational educa-

tion as set forth in the Texas State Plan for Vocational Education and specified in the supplementary instructions; (3) clarity and adequacy of the statement of need, the proposed objectives, and the description of procedures; (4) the qualifications of the personnel responsible for the accomplishment of the objectives; (5) the adequacy of the facilities and equipment; (6) the specific results to be produced and the potential utilization of the results; (7) the adequacy of the proposed evaluation plan; and (8) the justification for the proposed expenditures.

The recommendations of the reviewers will be synthesized and tabulated by the RCU and will serve as the basis for approval, disapproval, or deferral of proposals and the notification of applicants in accordance with Section 3.4, Part I, of the Texas State Plan for Vocational Education and current operating procedures of the Texas Education Agency.

Proposals for funding of research and developmental activities must focus on the improvement of vocational education as required by Section 121, Public Law 94-482, and Section 4.11, Part I, of the Texas State Plan for Vocational Education. As further set forth in Objectives 1.12, Table 3, Part II, of the Texas State Plan for Vocational Education, priority will be given to proposals that describe the following kinds of activities:

- applied research and development in vocational education;
- experimental, developmental, and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to overcome sex bias and sex stereotyping;
- improve curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including review and revision of curricula to ensure that such curricula do not reflect stereotypes based on sex, race, or national origin;
- projects in the development of new careers and occupations such as:
 - research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare,

education, municipal services, child care, recreation, requiring less training than professional positions, and to delineate within such career roles with the potential for advancement from one level to another;

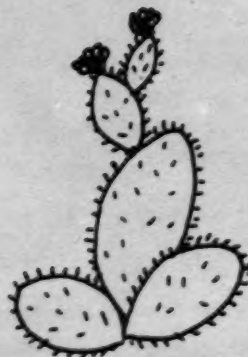
- training and development projects designed to demonstrate improved methods of securing the involvement, cooperation and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of persons in the fields described above, including programs to prepare professionals (including administrators) to work effectively with aides;
- projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs;
- dissemination of the results of the programs and projects described above.

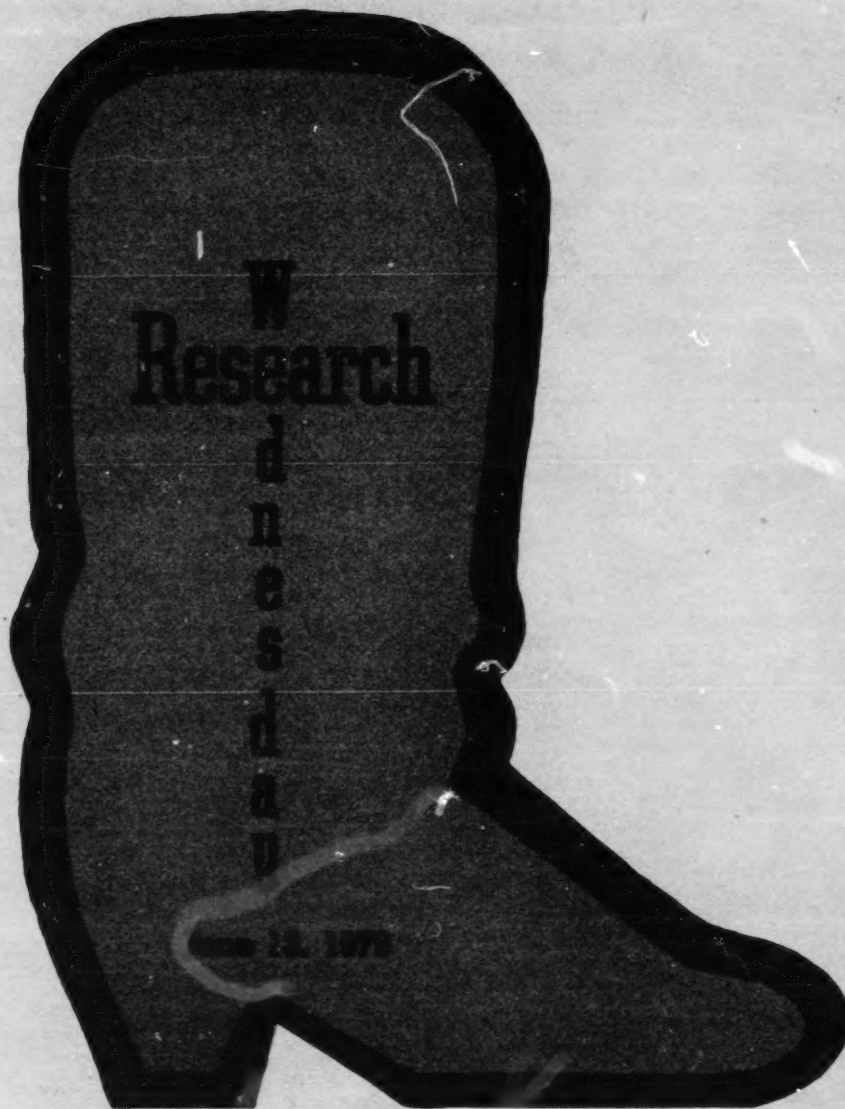
Research proposals to be recommended for funding during FY'80 will be discussed tomorrow.

WHY ARE HORSESHOES THOUGHT TO BE LUCKY?

(from *Curious Customs* by F. J. Haskin)

For one thing, because the number of nails in them is seven. Seven is lucky. But just why seven is — nobody knows. It is the number thought to be most charged with mystic property in the belief of numerologists and astrologers, and figures in many ways in legend and miracles. Another reason, however, for the horseshoe to be thought lucky is its shape — a broken oval often being used in the invocations of primitive peoples to their deities.

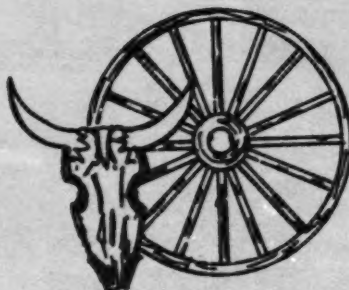




Wednesday, June 13, 1979
Memorial Student Center
Room 206

- 8:30 **"Saddle Up!"**
 Announcements
- 8:45 **"Riding Fences"**
 Role, Scope and Function of the Division of Dissemination
 Virginia Cutter
 Texas Education Agency
- Topic #18 **The Development and Utilization of a Model to Create an**
9:30 **Awareness of Sex Bias and Sex Stereotyping in Vocational**
 Education
 Wilma Griffin, University of Texas, Austin
- 10:00 **"Dismount for Coffee"**
- 10:15 **"Top Hands Swap Ideas"**
 Ways and Means of Conducting Vocational Research Within
 the Institutional Framework
 Research Panel
 Donald Clark, Chairman
- 11:15 **"Research Trail, '80, YIP-PEE!"**
 Discussion of Approved Research for FY '80
 Oscar Millican
- 11:30 **"Bite the Bullet"**
 Evaluation
- 11:45 **"Head 'em Up! Move 'em Out!"**

-Happy Trails-



"RIDING FENCES"

Role, Scope, and Function of the Division of Dissemination

Virginia Cutter
Texas Education Agency

I've long known about the conferences each year featuring reports on research so I'm delighted to be a part of this one.

I'd like to begin this morning by defining what we mean when we speak of dissemination. We believe that dissemination is a two way process communicating educational needs and problems and providing alternatives for solving problems and meeting needs. We also believe that activities associated with dissemination can be subsumed under four categories: *spread, exchange, choice, and implementation.*

In developing our statewide system of dissemination, we have both the definition and various levels of activities in mind. We're also building our system in light of four basic assumptions. First, we believe that dissemination is a major state education agency function — in other words, we don't think projects such as your research studies should be burdened with having to disseminate statewide. That's our job. Next, we hold that dissemination is more effective if activities and efforts are coordinated, not fragmented. Let me hasten to add that coordinating doesn't mean taking over. Coordination is not synonymous with centralization. Coordination does mean having structures for communicating between and among and planning programs together. Third, we're convinced that dissemination is basic to school improvement. Educators have to have access to information and proven practice if they're to strengthen programs. To us, that's what dissemination is all about.

Finally, we believe that dissemination systems should be built upon the recognition of the complexity of change, the multiplicity of audiences to be reached, and the need for diverse techniques and strategies. Before I get to specifics about our dissemination system, there's one more piece of background: Each major function at TEA has an Agencywide plan to direct its organization and operation. The Agencywide plan for dissemination, first approved about five years ago, was updated and ratified by top management in April of this year. The plan states that

"The primary thrust of the Agency's dissemination system is toward assisting local districts through education service centers to strengthen education by increasing use both of information from research and of successful practices and programs."

"Primary responsibility for coordination should be assigned to one organizational unit."

The Division of Dissemination and Publications has been designated as the office of primary responsibility. Located in what we consider the Commissioner's office, the division is in an ideal position to work with people from across the Agency; and as the plan says, our dissemination efforts are carried out through the state's 20 education service centers. Now, I'd like to spend the rest of my time with you talking about what we really do in dissemination and to show you how it is relevant to your concerns.

Our dissemination system encompasses activities under the four categories of dissemination: First, we spread the word about general education, vocational education, special education, etc., in a variety of ways.

News releases. We aren't satisfied with our coverage of vocational education. We know we need more on school programs and projects such as yours. We're working with Carolyn Hinckley to develop more releases on vocational education.

Report Card. A statewide radio network of 50 stations each week carries a five-minute interview on education which we send them. A quick perusal of our log book shows that vocational education has been discussed on recent programs by Neil Ballard, Ben Teague, and Ray Barber. Jim Keeton is scheduled for a July report, while an interview with Oscar Milligan will follow shortly.

Conferences. TEA's biennial Promises in Education is cosponsored by the state's 20 education service centers. It features demonstrations of outstanding school programs. At the 1977 conference in Austin, Pragmatic Correlation of Vocational and Academic Teaching developed by the Lufkin ISD was one of the most popular sessions. At the February 1979 Lubbock Promises conferences Alief's Industrial Arts program was a crowd pleaser. A nationally validated vocational program developed in Minneapolis — Vocational Reading Power — was also presented at that conference. A number of Texas schools have expressed an interest in learning more about this program.

Printed materials. Reports of conferences, newsletters, such as *inCITE* and bulletins, e.g. *Visitor's Guide to Demonstration Schools in Individualized Instruction* are widely distributed.

Audiovisual presentations. Slide tapes have

been particularly effective in informing educators and others about new developments. Spreading the word, telling others about you and your projects, that's the first job of the statewide dissemination system.

Exchange, the second category of dissemination activities, focuses upon letting teachers, administrators, and other educators identify their needs, say what they want to know about, ask questions. Project CITE, Coordinating Information for Texas Educators, is the service which responds to these needs.

For example, suppose vocational administrators want to know what the literature and practice say about some topic. CITE's a good place to turn to for answers. Through CITE contact people in the state's 20 education service centers questions flow to the CITE resource center in Austin. A number of questions related to the vocational education come in each month. For example, here's a sampling of recent questions:

- A vocational coordinator wanted to find out what research shows about attitudes toward vocational education — attitudes of administrators, parents, students, the community. He wanted the information to use in inservice with vocational advisory groups.
- Someone else was interested in curriculum developments in DE, VOE, and Home Economics Cooperative programs.
- An assistant superintendent asked for information on providing vocational opportunities for disadvantaged 8-10 grade students, especially girls.
- An administrator wanted information on vocational courses designed around the computer.
- One teacher was concerned with learning about vocational counseling for women, while another wanted to know about followup studies on CVAE students.

Questions such as these arrive. CITE has computer access to ERIC, which as you know includes many vocational reports from Ohio State Clearinghouse, the Center for Research in Vocational Education. Your reports of research may be available to CITE through there. In addition, CITE has hard copy of a number of reports such as *The Need for Bilingual Education Programs in Secondary Schools in Texas*, research done here at A&M incidentally, or what vocational cooperative teacher coordinators do in their jobs in secondary schools in Texas. Research reports, then, are one resource in answering questions. Other project reports, such as the one from *Equal Vocational Education* or TEA publications such as *Vocational Miniplan*, may provide relevant information. Numer-

ous journals and books and materials such as *Counseling for Distributive Education Coordinators*, *Techniques and Case Studies*, or *Attempts to Overcome Sex Stereotyping in Vocational Education*, are also searched in seeking answers. Curriculum library materials are also used. One catalog has 11 pages of titles of vocational curriculum guides. Copies of each guide are available on microfiches. Any one person may have copies of up to 25 guides.

From these and other resources individual responses to questions are prepared. Turn around time is roughly three weeks. Of course, it can be quicker if the request is marked urgent.

CITE also prepackages information in response to widespread needs and demands. A case in point, packets of pertinent information were prepared last year on the priorities for development of vocational proposals. For example, those planning to write proposals for Priority 2 — Develop Training Opportunities for Persons in Sparsely Settled Rural Areas and Individuals Migrating from Farms to Urban Areas — were sent background information which should have been helpful in writing proposals. The packet included bibliographies, abstracts, program descriptions, journal articles, etc.

We plan more packaged materials. Let us know your concerns.

In short — state dissemination includes opportunities for you to ask questions — to get answers. Exchange then is the second category of activities.

Choice is the third category. A dissemination system must provide opportunities for educators to see more than one way of doing something, to learn about alternatives.

A major strategy to provide school people a choice is the demonstration schools network, which is open to visitors. In 1972, the network began with demonstration schools in individualized instruction, the DSII. That network has been built upon the basic premise that there is no one way to individualize, there are many ways. And the network should demonstrate this variety. Vocational education with its long history of individualized instruction has always been represented in the network.

This year there are six vocational programs among the demonstrations. Now, the network is expanding to include programs other than those focused on individual instruction. We hope one component of the broadened network will be devoted to effective vocational programs. Ray Barber is a member of the Steering Committee planning for the network.

Programs invited to become demonstrations will be selected by this Steering Committee on the basis of two kinds of criteria — general and specific. All programs will have to meet a common core of criteria developed by the Steering Committee. For example, programs will have to have been in operation for a

minimum of two years before they are eligible to be considered, and they must have documentation which indicates that the programs have met the needs for which they were designed. Then, in addition, to such general criteria, there'll be standards unique to the specific discipline or area which have been developed by the program specialists. As an example, vocational education programs would have to meet the unique criteria set by vocational educators.

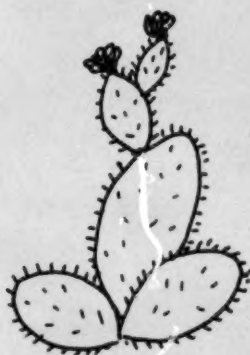
Procedures for validating programs for the demonstration schools network include seeking nominations from across the state, securing information from the nominated programs on a self-report form, following up with an observation visit by specialists, and finally selection by the Steering Committee on the basis of the information on the self-report and observation forms.

This time next year there may be a vocational network in full operation, featuring some of your projects. I hope so.

Implementation is the last category of dissemination activities. We believe that dissemination must

encompass ways of helping schools to implement those programs which they select. Through the Texas Diffusion Network and the National Diffusion Network there are staff in each of the education service centers who are available to assist schools in adopting or adapting effective programs. Forsan ISD, for example, has adopted the Occupational Versatility program developed by the school district in Seattle, Washington. The service center facilitator also has another role. He or she may help effective Texas programs prepare to get state or national validation. We hope that many many more Texas schools will be recognized nationally by being validated by the Joint Dissemination Review Panel at USOE. We know Texas has good programs. We want them in both the state and national pool of successful programs.

That's our dissemination system — from spreading the word to assisting in implementing an effective program. The statewide dissemination system is designed to assist schools to offer the best possible education to Texas boys and girls. When we serve their needs — and yours — we're doing our job!



A man wanted to buy a riding horse for his wife and was trying out one. Noticing that the horse required a firm hand and constant watching, he asked doubtfully:

"Do you think this is a suitable horse for a woman?"

The owner of the horse was a tolerably honest man, so he answered carefully:

"Well I think a woman could handle the horse — but I wouldn't want to be the husband of the woman who could do it."

— Charlie Wadsworth in *Orlando Sentinel*

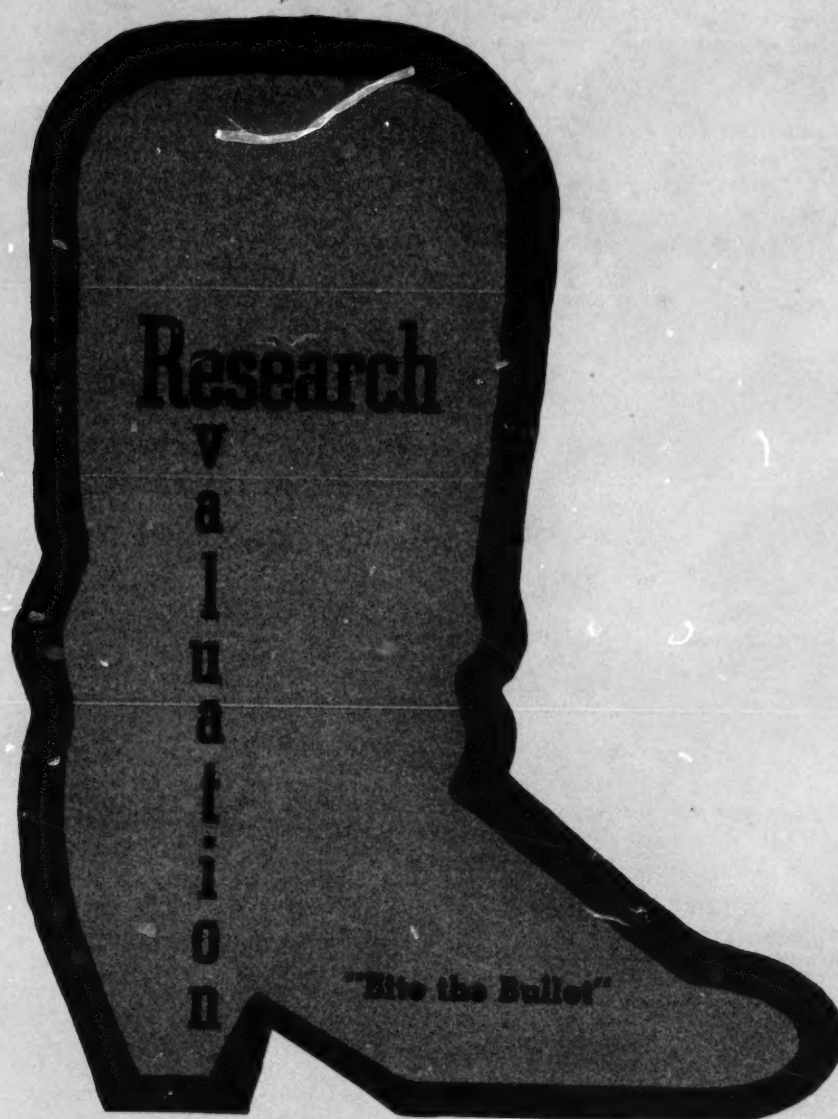
"RESEARCH TRAIL, '80, YIP-PEE!"

Research Projects Recommended for Funding FY 1980

**Oscar Millican
Texas Education Agency**

The following projects were recommended to the Texas Education Agency for funding after completion of the review process.

Institution	Title	Duration
College of the Mainland	"Development of a Competency Based Curriculum of Related Instruction for Maintenance Apprentices in the Chemical Industry"	3/1/79-2/28/80
East Texas State University	"Identification and Utilization of Employer Requirements for Entry-Level Health Occupations Workers"	7/1/79-6/30/80
Navarro College	"Pilot Testing a Curriculum in Energy Conservation to Train Secondary and Post-Secondary Vocational Students"	9/1/79-8/31/80
North Texas State University	"An Assessment of Occupational Orientation Investigation Activities and Course Content at the Local Level to Determine Its Effectiveness"	7/15/79-6/30/80
Stephen F. Austin State University	"Mainstreaming the Handicapped Student in Vocational Home Economics"	9/1/79-8/31/80
Texas A&M University	"Dissemination Conference on Occupational Research"	7/1/79-6/30/80
Texas A&M University	"Identification and Analysis of New Occupations in Vocational Office Education"	7/1/79-6/30/80
Texas A&M University	"Texas Industrial Arts: Search for Effectiveness"	7/1/79-6/30/80
Texas State Technical Institute	"Developing Curriculum for Interpreter Training Programs in Vocational Education"	7/1/79-6/30/80
Texas Tech University	"An Analysis of Problems as Perceived by Male Students in Vocational Homemaking Education Programs"	9/1/79-6/30/80
The University of Texas at Dallas	"Vocational Education Programming for Special Education Students in Texas — 1980"	9/1/79-6/30/80
University of Texas Health Science Center at Dallas	"A Comprehensive Model for the Development of Training Coordinators"	7/1/79-6/30/80 7/1/79-6/30/80



Delineate • Tabulate • Calculate • Consolidate • Separate • Correlate • Enumerate • Evaluate • Delineate • Tabulate • Co

"BITE THE BULLET"

Conference Evaluation

Participants were asked to respond to statements on an evaluation instrument (Figure 1) by circling a number that corresponded to their opinions regarding personal experiences at the conference. The responses ranged from 1 = not at all, to 2 = slightly, to 3 = moderately, to 4 = highly. Tables have been included that display the data.

Table 1 reveals that 79.17 percent of those responding felt that the method in which the conference was conducted was highly suitable, 20.83 percent felt it was moderately suitable. No one responded slightly or not at all suitable.

In the evaluations of presentations, 41.67 percent rated them highly informative; 52.08 percent rated them moderately informative. Of the respondents, 4.17 percent rated them slightly informative and 2.08 percent did not respond at all to this item. Table 2 displays the results.

Table 3 reflects the adequacy of the time allotments. Of the responses, 70.83 percent indicated the time allotments to be highly adequate, 27.08 percent responded moderately, and 2.08 percent felt the time allotments were slightly adequate.

Most of the participants indicated the keynote

FIGURE 1

Evaluation

Dissemination Conference on Occupational Research

June 11, 12, 13, 1979

Please list your position in education: _____

Please check your institutional affiliation: _____ community/junior college
_____ technical school _____ college/university _____ school district.

Please respond to the following statements by circling the number at the right that most nearly represents your opinion regarding your personal experiences at the conference.

- | | Not at all | Slightly | Moderately | Highly |
|--|------------|----------|------------|--------|
| | 1 | 2 | 3 | 4 |
| 1. The method in which the conference was conducted was suitable.
Comments: _____ | | | | |
| 2. The presentations were informative.
Comments: _____ | | | | |
| 3. The time allotments were adequate.
Comments: _____ | | | | |
| 4. The keynote speaker was useful in setting the tone of the conference.
Comments: _____ | | | | |
| 5. The role, scope and function of the Research Coordinating Unit (RCU) at the Texas Education Agency is more clearly understood.
Comments: _____ | | | | |

Evaluation Con't.

	Not at all	Slightly	Moderately	Highly
	1	2	3	4
6. The work of the Advisory Council for Technical/Vocational Education in Texas is more clearly understood.				
Comments: _____				
7. The role, scope and function of the Division of Dissemination at the Texas Education Agency is more clearly understood.				
Comments: _____				
8. The mix of general sessions and small group sessions added to the effectiveness of the conference.				
Comments: _____				
9. The conference would have been more effective if all presentations had been made in a general session with no small group sessions.				
Comments: _____				
10. The reception (Monday evening) and the supper (Tuesday evening) added to the effectiveness of the conference.				
Comments: _____				
11. The facilities were appropriate for the conference.				
Comments: _____				
12. The conference staff was cordial and helpful.				
Comments: _____				
13. What did you like best about the conference? _____				

14. What did you like least about the conference? _____				

15. What could have been done to make the conference better? _____				

speaker was useful in setting the tone of the conference. Of the respondents, 33.33 percent rated the statement highly, 41.67 percent rated it moderately, 12.50 percent felt it was slightly useful, 2.08 percent reported not at all and 10.42 percent did not respond to the item.

Table 5 displays the responses regarding clear understanding of the role, scope, and function of the Research Coordinating Unit (RCU) at the Texas Education Agency. Of the participants responding, 60.42 percent rated the statement highly, 25 percent rated it moderately, 8.33 percent said slightly, 2.08 percent

said not at all, and 4.17 percent did not respond to the statement.

Table 6 reveals that 43.75 percent of the participants responding felt that the work of the Advisory Council for Technical/Vocational Education in Texas is more clearly understood. Another 37.50 percent said moderately, 14.58 percent said slightly and 4.17 percent did not respond to the item.

Half of the participants (50 percent) indicated highly in response to the statement regarding improved understanding of the role, scope, and function of the Division of Dissemination at the Texas Educa-

tion Agency. Another 29.17 percent responded moderately, 16.67 percent said slightly, and 4.17 percent did not respond to the question. Table 7 shows results.

The mix of general sessions and small group sessions added to the effectiveness of the conference

according to respondents. Of those completing evaluations, 70.83 percent said highly, 22.92 percent said moderately, 2.08 percent said slightly, 2.08 percent did not respond to the statement at all. Table 8 displays the data.

The majority of participants who responded did

TABLE 1 — The method in which the conference was conducted was suitable.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6					100.00
Technical School	1					100.00
College/ University	7				57.14	42.86
School District	34				17.65	82.35
TOTAL	48				20.83	79.17

TABLE 2 — The presentations were informative.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6	16.67			33.33	50.00
Technical School	1					100.00
College/ University	7				85.71	14.29
School District	34			5.88	50.00	44.12
TOTAL	48	2.08		4.17	52.08	41.67

TABLE 3 — The time allotments were adequate.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6				50.00	50.00
Technical School	1					100.00
College/ University	7				28.57	71.43
School District	34			2.94	23.53	73.53
TOTAL	48			2.08	27.08	70.83

not feel that the conference would have been more effective if all presentations had been made in a general session with no small group sessions. Not at all was the response of 85.42 percent, 8.33 percent said

slightly and 2.08 percent said moderately. Another 4.17 percent did not respond at all. Table 9 reports the findings.

Table 10 indicated that participants felt the sup-

TABLE 4 — The keynote speaker was useful in setting the tone of the conference.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6				33.33	66.67
Technical School	1				100.00	
College/ University	7	42.86		14.29	42.86	
School District	34	5.88	2.94	14.71	41.18	35.29
TOTAL	48	10.42	2.08	12.50	41.67	33.33

TABLE 5 — The role, scope and function of the Research Coordinating Unit (RCU) at the Texas Education Agency is more clearly understood.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6				16.67	83.33
Technical School	1					100.00
College/ University	7	14.29		14.29	14.29	57.14
School District	34	2.94	2.94	8.82	29.41	55.88
TOTAL	48	4.17	2.08	8.33	25.00	60.12

TABLE 6 — The work of the Advisory Council for Technical/Vocational Education in Texas is more clearly understood.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6			16.67	66.67	16.67
Technical School	1			100.00		
College/ University	7	14.29			42.86	42.86
School District	34	2.94		14.71	32.35	50.00
TOTAL	48	4.17		14.58	37.50	43.75

per and the reception added to the effectiveness of the conference. Of the respondents, 45.83 percent said highly, 18.75 percent said moderately, 4.17 percent indicated slightly, 4.17 percent indicated not at all and 27.08 percent did not complete the question.

Table 11 shows that 87.50 percent of the participants rated the facilities for the conference highly, 10.42 percent rated them moderately and only 2.08 percent rated them slightly appropriate.

Table 12 shows that 93.75 percent of those re-

TABLE 7 — The role, scope and function of the Division of Dissemination at the Texas Education Agency is more clearly understood.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6				50.00	50.00
Technical School	1					100.00
College/ University	7	14.29		28.57	14.29	42.86
School District	34	2.94		17.65	29.41	50.00
TOTAL	48	4.17		16.67	29.17	50.00

TABLE 8 — The mix of general sessions and small group sessions added to the effectiveness of the conference.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6	16.67	66.67	16.67	33.33	50.00
Technical School	1		100.00			100.00
College/ University	7		85.71	14.29	42.86	42.86
School District	34		2.94		17.65	79.41
TOTAL	48	2.08	2.08	2.08	22.92	70.83

TABLE 9 — The conference would have been more effective if all presentations had been made in a general session with no small group sessions.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6	16.67	66.67	16.67		
m040. Technical School	1		100.00			
College/ University	7		85.17	14.29		
School District	34	2.94	88.24	5.88	2.94	
TOTAL	48	4.17	85.42	8.33	2.08	

sponding rated the conference staff highly cordial and helpful. Another 4.17 percent rated the staff moderately helpful. No one rated the statement slightly or not at all. Another 2.08 percent did not complete the question.

In summary, the participants concurred that the conference was conducted suitably, presentations were informative, time allotments adequate, and the mix of small and large group presentations was effective. Participants preferred small groups to large

TABLE 10 — The reception and the supper added to the effectiveness of the conference.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6	33.33			33.33	33.33
Technical School	1					100.00
College/ University	7	42.86			28.57	28.57
School District	34	23.53	5.88	5.88	14.71	50.00
TOTAL	48	27.08	4.17	4.17	18.75	45.83

TABLE 11 — The facilities were appropriate for the conference.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6			16.67		83.33
Technical School	1					100.00
College/ University	7				28.57	71.43
School District	34				8.82	91.18
TOTAL	48			2.08	10.42	87.50

TABLE 12 — The conference staff was cordial and helpful.

Institutional Affiliation	N	Percent Responding by Category				
		No Response	Not At All	Slightly	Moderately	Highly
Junior/Community College	6					100.00
Technical School	1					100.00
College/ University	7	14.29				85.71
School District	34				5.88	94.12
TOTAL	48	2.08			4.17	93.75

groups, they liked social functions such as receptions and dinners, and reported the keynote speaker as useful in setting the tone of the conference. They liked the conference staff and facilities. Several suggested having the conference in the same location next year.

Small Group Presentations (Summary)

Table 13 displays the results of small group evaluations (Figure 2). Of the 12 small group presentations, all were presented twice during the second

day of the conference. The sessions were well attended generally with an average of 10 persons per session.

There were 2 lectures with no visuals, 15 lectures with visuals, 1 brief presentation with audience participation and 2 lengthy presentations with a brief time for questions. Of the presenters, 8 used handouts, 4 did not. Evaluations revealed that the majority believed the time allotted was about right. The average reaction to the sessions on a 5-point scale was 3.9.

TABLE 13 — Evaluation of Small Group Presentation (Summary)

Topic Number	Time	Number Attended	Type Presentation*	Handouts**	Time Allotted***	Reaction****
5	9:00	26	B	Y	C	5
6	9:00	--	--	--	--	--
7	9:00	16	B	Y	C	3
8	9:00	8	B	N	C	5
9	9:00	13	B	N	C	4
10	9:00	2	B	Y	C	5
5	10:15	16	B	Y	B	5
6	10:15	--	--	--	--	--
7	10:15	12	B	Y	C	4
8	10:15	5	B	N	C	2.5
9	10:15	20	--	N	C	5
10	10:15	7	B	Y	--	3
12	1:15	18	B	Y	C	5
13	1:15	18	A	Y	A	1
14	1:15	7	D	Y	C	5
15	1:15	10	B	Y	C	5
16	1:15	5	C	Y	C	4
17	1:15	13	B	N	C	4
12	2:00	21	B	Y	C	4
13	2:00	3	--	Y	C	3
14	2:00	10	B	Y	B	7
15	2:00	4	B	Y	C	5
16	2:00	5	A	N	C	4
17	2:00	10	D	N	C	4

*A. Lecture, no visuals
 B. lecture, with visuals
 C. brief presentation with audience participation
 D. lengthy presentation, brief time for questions

**Y = Yes
 N = No

***A. too long
 B. not long enough
 C. about the right amount

1	2	3	4	5
Did not hold audience attention		Was somewhat interesting		Session was very interesting and held attention well

FIGURE 2

Evaluation

Small Group Presentation

To be completed by chairperson.

Topic No.: _____

Time: _____

Number attending the session: _____

Circle the letter before the phrase that best describes the presentation (select only one):

- a. lecture, no visuals
- b. lecture, with visuals
- c. brief presentation with audience participation
- d. lengthy presentation, brief time for questions.

Presenter used handouts (check one) _____ Yes _____ No

Complete the following statement by circling the letter of the phrase that you believe to be most appropriate.

The time allotted for this presentation was:

- a. too long
- b. not long enough
- c. about the right amount.

Indicate your evaluation of the overall presentation by circling the number that describes your reaction:

Did not hold
the attention
of the audience

Was somewhat
interesting

Session was very
interesting and
held attention well

1

2

3

4

5

Comments or suggestions: _____



Delineate • Tabulate • Calculate • Consolidate • Separate • Correlate • Enumerate • Evaluate • Delineate • Tabulate • Calculate

ABSTRACT, TOPIC NO. 1

TITLE OF PROJECT: Design and Development of a Curriculum in Energy Conservation to Train Secondary and Post-Secondary Vocational Students

ORGANIZATION: Navarro College
P.O. Box 1170
Corsicana, Texas 75110
(214) 874-6501

PROJECT DIRECTOR: C. Paul Green

DURATION OF PROJECT: 7 11 178 - 11/30/78

OBJECTIVES

To develop a curriculum in energy conservation for use in secondary and post-secondary vocational education programs.

PROCEDURES

The project will employ a director, curriculum specialist, and secretary on a full-time basis to facilitate the development of the curriculum in energy conservation. The director will be responsible for assembling a curriculum committee and consultants that will meet twice during the term of the project to discuss the objectives and formulation of a procedure for developing a curriculum in energy conservation. The final meeting of the committee will involve the evaluation of the curriculum design and make additional recommendations for implementation of the design in a pilot or model application.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

It is expected that the results of this project will provide a sound basis for the training of secondary and post-secondary vocational students in energy conservation. The results should be of value to vocational education program planners in meeting the special training needs brought about by the energy crisis.

PRODUCT(S) TO BE DELIVERED

The final report will describe the objectives which were established for the project, the methods which were used to accomplish the objectives, the specific results achieved, the curriculum itself, and the conclusions and implications derived from the achieved results.

ABSTRACT, TOPIC NO. 2

TITLE OF PROJECT: Curriculum Development for Specialized Distributive Occupational Areas

ORGANIZATION: Houston Independent School District
3830 Richmond
Houston, Texas 77027
(713) 522-2968

PROJECT DIRECTOR: Edith Patterson

DURATION OF PROJECT: 7/1/78 - 9/30/78

OBJECTIVES

To field test, evaluate, revise, and prepare for publication curriculum guides in the specialized distributive education areas of fashion retailing, food distribution, industrial/wholesale marketing, and finance and credit.

PROCEDURES

Field test curriculum guides in 50 selected distributive education programs; visit test sites, monitor use and evaluation of guides by participating teachers; revise and improve curriculum guides, prepare revised guides for publication; develop and publish final report.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The results of the project will be made available for use in D. E. programs throughout the State. It is expected the improved curriculum materials will contribute to the improvement of distributive education.

PRODUCT(S) TO BE DELIVERED

Field tested and validated curriculum guides in the specialized distributive education areas of fashion retailing, food distribution, industrial/wholesale marketing, and finance and credit. Comprehensive final report.

ABSTRACT, TOPIC NO. 3

TITLE OF PROJECT: A pilot Program to Test the Effectiveness of a Career Education Delivery System for Correctional Institutions

ORGANIZATION: Windham School District
P.O. Box 40
Huntsville, Texas 77340

PROJECT DIRECTOR: Mr. Curtis Jackson

DURATION OF PROJECT: 7/1/78 - 2/28/79

OBJECTIVES

To test the effectiveness of a career education delivery system for correctional institutions.

PROCEDURES

Implement previously developed career education delivery system for correctional institutions. Pilot test and evaluate delivery system and associated curriculum materials. Revise curriculum materials as necessary. Prepare revised materials for publication. Develop and publish final report.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The results of the project, in the form of a field tested model for a career education delivery system, will be made available to correctional institutions throughout the nation. The results of the project can be expected to contribute to the improvement of vocational education for persons in correctional institutions.

PRODUCT(S) TO BE DELIVERED

A field tested and evaluated model for a career education delivery system for correctional institutions.

ABSTRACT, TOPIC NO. 4

TITLE OF PROJECT: An Assessment of the Advisory Council for Technical-Vocational Education in Texas

ORGANIZATION: Texas A&M University
College Station, Texas 77843

PROJECT DIRECTOR: John Skinkle

DURATION OF PROJECT: 7/1/78 - 8/31/78

OBJECTIVES

The objectives of the project are: (1) To review and summarize the history of the establishment, membership, and implementation of the Council; (2) To analyze and categorize the recommendations made by the Council; (3) To analyze the congruency of Council recommendations with information by the Council obtained through studies, hearings, and other sources; (4) To determine the extent that actions taken by the State Board for Vocational Education were influenced by Council recommendations; (5) To identify evidence of changes resulting from Council recommendations; (e.g., program changes, changes in board policy, levels of funding, etc.); (6) To determine characteristics that tend to distinguish recommendations which result in improvement of the state's program of vocational education; and (7) To develop recommendations for improving the effectiveness of the Council.

PROCEDURES

Systematic and comprehensive reviews will be made of all Council publications and actions. Information collected by the Council will be analyzed by the project staff to determine congruency with Council recommendations. Knowledgeable individuals will be used as a review team to validate the findings, conclusions, and recommendations of the project staff.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The findings of the study should be valuable to the Texas Advisory Council for Technical-Vocational Education as it strives to improve its effectiveness. Other state advisory councils should find the methodology and recommendations of this study useful in their planning, evaluating, and management processes. The results of the study should contribute to the improvement of vocational education.

PRODUCT(S) TO BE DELIVERED

The study findings, conclusions and recommendations will be presented in a final report and a summary version of the final report. In addition, a formal presentation will be made to the Texas Advisory Council for Technical-Vocational Education and to the Texas Education Agency.

ABSTRACT, TOPIC NO. 5

TITLE OF PROJECT: What Vocational Cooperative Teacher-Coordination Do in Their Job in Secondary Schools

ORGANIZATION: Texas A&M University
College Station, Texas 77843
(713) 845-5311

PROJECT DIRECTOR: James E. Christiansen

DURATION OF PROJECT: 4/1/77 - 6/30/78

OBJECTIVES

The study investigated tasks performed, relative time spent on those tasks, when and ideally when tasks should have been learned, how important coordinators thought them to be and if coordinators would use teacher aides to assist in performing those tasks. It was sought to determine if comparable performance areas existed among the seven program areas and whether tasks were performed differently by coordinators in: large vs. small schools; large vs. small communities; coordinators with varying amounts of cooperative experience; and coordinators of full-time vs. combination units.

PROCEDURES

A list of 211 tasks was compiled, validated and printed in a questionnaire administered to cooperative coordinators in statewide inservice meetings during the summer of 1977 with Texas Education Agency personnel assisting.

From 1510 instruments received, 1412 usable questionnaires provided data analyzed by various computer programs including the Comprehensive Occupational Data Analysis Program (CODAP).

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The results of this project can be used by vocational administrators for comparison of the duties of their vocational cooperative teacher coordinators with others across the state. A refining of duties might be the end result of the comparison.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research will be published.

ABSTRACT, TOPIC NO. 6

TITLE OF PROJECT: A Model Clinical Evaluation System for Respiratory Therapy Education

ORGANIZATION: The University of Texas Health Science Center at Dallas
5323 Harry Hines Boulevard
Dallas, Texas 75235
(214) 688-2810

PROJECT DIRECTOR: Michael Lawler

DURATION OF PROJECT: 8/1/78 - 6/30/79

OBJECTIVES

The objectives of the project are: (1) determine the clinical procedures performed by entry-level respiratory therapy practitioners, (2) determine the evaluation requirements for competency-based clinical training, (3) develop the necessary methodology and instrumentation for evaluating clinical competence, (4) develop a clinical evaluation management system, (5) validate the model clinical evaluation system, (6) field-test and conduct a formative evaluation of the system, (7) develop an implementation handbook for the system, and (8) disseminate the system to other respiratory therapy programs.

PROCEDURES

An advisory committee will review the curricula of a representative sample of respiratory therapy programs to identify the clinical procedures performed by entry-level practitioners. Based on an instructional analysis of these procedures, evaluation instruments and a management system for assessing and monitoring student clinical performance will be developed. The model clinical evaluation system will be validated by a group of prominent respiratory therapy educators and will be field-tested in a respiratory therapy training program.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The model clinical evaluation system will provide a mechanism for a broad range of respiratory therapy training programs to objectively measure the clinical performance of students. The students will also provide a model for the development of similar evaluation procedures in other occupational education programs. Finally, the model will serve as the basis for additional research in the areas of competency-based education and performance assessment.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research including a handbook for use in the implementation of the system, will be published and disseminated.

ABSTRACT, TOPIC NO. 7

TITLE OF PROJECT: Development of Occupational Investigation Resource Materials

ORGANIZATION: East Texas State University
Commerce, Texas 75428
(214) 468-3173

PROJECT DIRECTOR: John H. Hayes

DURATION OF PROJECT: 7/1/78 - 6/30/79

OBJECTIVES

The objectives of this project are: (1) To develop an Occupational Investigation Teachers Handbook, (2) To develop curriculum guides in the areas of Self-Awareness, Economic and Societal Factors, Fifteen Occupational Clusters, and Educational Planning.

PROCEDURES

A curriculum specialist and selected guest writers will convene to draft preliminary instructional materials and teachers handbook at the Occupational Curriculum Laboratory (OCL). A field-review panel will be established to review instructional format and content prior to field-test dissemination.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The materials developed during this project should contribute to the improvement of occupational investigation programs throughout the state and nation.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research, including handbooks and curriculum guides for teachers, will be published and disseminated.

ABSTRACT, TOPIC NO. 8

TITLE OF PROJECT: Training of Child Care Providers to Use a Nonsexist Approach to Child Development

ORGANIZATION: San Antonio College
1300 San Pedro
San Antonio, Texas 78284

PROJECT DIRECTOR: Elizabeth Culbertson

DURATION OF PROJECT: 8/1/78 - 6/30/79

OBJECTIVES

The objectives of the project include: (1) training to use a nonsexist approach to Child Development of approximately 324 child care providers enrolled in the San Antonio College Child Development Department during the 1978-79 academic year, (2) providing inservice training to use a nonsexist approach to child development for approximately 11 faculty and 7 staff members of the San Antonio College Child Development Department, and (3) providing a model of nonsexist curriculum development.

PROCEDURES

The facilitation of the project will include the selection and/or development of appropriate instruments and curriculum activities and materials. The implementation will include training of child care providers, inservice training of faculty and staff members, and the use and evaluation of nonsexist activities and materials.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The project will develop and make available on request packets of materials including suggested resources and learning activities for developing programs for eliminating sexism. The project staff will also coordinate and/or present workshops for child care providers and parents in community and for other community college personnel.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research will be published and disseminated.

ABSTRACT, TOPIC NO. 9

TITLE OF PROJECT: Evaluation of Home Visitation as an Integral Part of Vocational Homemaking Education

ORGANIZATION: EPD Consortium for Northeast Texas
P.O. Box 1300
Richardson, Texas 75080
(214) 231-6301

PROJECT DIRECTOR: Billy Pope

DURATION OF PROJECT: 7/1/78 - 6/30/79

OBJECTIVES

The objectives of this project are: (1) To develop a survey instrument which would address specific identified concerns related to the home visitation process, (2) to survey the total population of useful homemaking teachers in Texas to determine the current status of the home visitation process, and (3) to make recommendations regarding needs, alternatives, and competencies related to the home visitation process based on the findings of the research study.

PROCEDURES

The objectives will be accomplished by first identifying concerns related to the home visitation process through a panel of experts. Based on input from the panel, a survey instrument will be developed and pilot tested. Revisions will be made if necessary. A statewide survey of useful homemaking teachers will be completed. Based on the findings of the statewide survey, recommendations for utilization of the results will be made.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The results of this project will be useful to Texas Education Agency staff members, school administrators, vocational directors, homemaking supervisors, home economics teacher educators, and vocational homemaking teachers in making decisions related to the home visitation program and will identify needs for improving home visitations in vocational homemaking programs.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research will be published and disseminated.

ABSTRACT, TOPIC NO. 10

TITLE OF PROJECT: A Study to Develop Techniques and Procedures to Enable the Handicapped Student to Succeed in Community College Vocational Education Programs

ORGANIZATION: Texas A&M University
College Station, Texas 77843
(713) 845-5311

PROJECT DIRECTOR: Donald L. Clark

DURATION OF PROJECT: 7/1/78 - 9/30/78

OBJECTIVES

The primary objective of the proposed study is to improve the quality of vocational technical education for the handicapped student in the community college in Texas by establishing criteria for the successful completion of the vocational technical program and by identifying barriers (other than architectural) which inhibit enrollment or completion of such a program. State agencies would receive a report summarizing ways to remove these barriers, and administrators, counselors, and teachers would receive a guide which would help them improve vocational programs for handicapped students.

PROCEDURES

Critical tasks needed to accommodate handicapped students will be identified by utilizing the Delphi Technique and a steering committee. Three recently enacted public laws will serve as references and for definitions of handicapping conditions: P.L. 94-482, P.L. 93-112, and P.L. 94-142. The study will enlist the assistance of

persons who are knowledgeable in the field of vocational education for the handicapped at the community college level.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

This study will benefit handicapped persons who hope to complete vocational programs at the community college level. This study will provide counselors, vocational technical teachers and administrators critical information on the most successful approaches for accommodating persons with handicaps. The results of the study will assist community colleges in meeting the intent of recently enacted public laws.

PRODUCT(S) TO BE DELIVERED

A guide describing techniques and procedures to enable handicapped students to succeed in community college vocational education programs and a comprehensive final report will be published and disseminated.

ABSTRACT, TOPIC NO. 11

TITLE OF PROJECT: The Development of Vocational Counseling Material for Use in the Women's Support Services Program

ORGANIZATION: Journalism Department
University of Texas at Austin
Austin, Texas 78712
(512) 471-7708

PROJECT DIRECTOR: H. A. Anderson

DURATION OF PROJECT: 12/1/78 - 3/31/79

OBJECTIVES

This 4 month project will produce a master tape (1) 2 inch & (3) ¾ inch that will deal with the women's place in today's non-traditional job market and provide necessary but traditionally absent information from successful peer models. These peer models will be concerned with the non-traditional jobs as well as information on how to deal with existant sexual bias and stereotyping in the normally male dominated job markets. This tape along with related instructional, informational, and evaluative materials will be presented to motivate high school women into non-traditional job training programs.

PROCEDURES

Four months of production, camera work, editing, interviewing and a controlled evaluation are included in the plan. The on-location interview style is captivating and compels the viewers to see for themselves life in real terms. Women of all ages in many different non-traditional capacities will provide the source material to ensure a quality program that should promote vocational training and hopefully, stimulate consideration long after the monitor is turned off.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

This videotape will be used by high school vocational counselors as supplementary materials for Career Days, individual and group counseling, and classroom discussion. Covering the state with an attitude change program in this subject demands a quality effort on behalf of the vocational counselors and custom designed video aides prove to be effective.

PRODUCT(S) TO BE DELIVERED

A master video tape (1) two inch, and (3) ¾ inch cassette tapes and a comprehensive final report describing the research and the results of the research.

ABSTRACT, TOPIC NO. 12

TITLE OF PROJECT: Mainstreaming Handicapped Students in Vocational Education

ORGANIZATION: Texas A&M University
College Station, Texas 77843
(713) 845-2444

PROJECT DIRECTOR: Linda Parrish

DURATION OF PROJECT: 7/1/78 - 6/30/79

OBJECTIVES

The primary objectives of this project are the research, development, pilot testing and evaluation of a training program for school personnel which will facilitate involving handicapped students in vocational education programs.

PROCEDURES

Specific content for instructional materials will be determined through research involving literature and research reviews, input group interviews with teachers, administrators, parents of handicapped youth, and other professionals in the field. A six unit training program will be developed which will be suitable for both group and individual participation. Thirty-five mm slides, cassette taped narratives, participant team activities and a text will be developed. The program will be pilot tested, modified as needed, and evaluated. An information dissemination conference will be held where the program will be presented and procedures for its implementation will be provided. All school systems in the State of Texas will be invited to send representatives.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

Because the proposed project stems from a critical need in the field, it should be of benefit within months of its completion. University pre-service and in-service programs, local school districts, state education agencies and many other units such as regional education service centers are in need of information on vocational education for the handicapped, especially as it relates to the involvement of handicapped students in regular programs.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research will be published and disseminated.

ABSTRACT, TOPIC NO. 13

TITLE OF PROJECT: Identification and Analysis of New Occupations in Distributive Occupations

ORGANIZATION: Texas Engineering Experiment Station
Texas A&M University
College Station, Texas 77843
(713) 845-5110

PROJECT DIRECTOR: Ken Hogue

DURATION OF PROJECT: 7/1/78 - 6/30/79

OBJECTIVES

The objectives of the project are: (1) To identify and document training requirements for new and emerging distributive occupations and existing distributive occupations that have not received placement and training emphasis in the past, and (2) to evaluate existing curriculum for use in these areas and demonstrate the techniques for collecting, analyzing and applying occupational information in developing curriculum and job performance tests.

PROCEDURES

A large sample of employers and other concerned individuals will be selected and a modified version of the job analytic method used to analyze jobs in the D.O.T. will be used to analyze new and emerging occupations and relative job information. A large sample of incumbent workers and supervisors will also be asked to identify critical work requirements for a selected distributive occupation. The requirements will be analyzed and the results will be translated into specific training manuals and support materials.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The staff of the Texas Education Agency, D. E. Coordinators, and materials development personnel will use the results of this project to make relative decisions or take relative actions in their placement, training, and instructional material development efforts. The results should be of value to program planners throughout this State and nation.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research will be published and disseminated.

ABSTRACT, TOPIC NO. 14

TITLE OF PROJECT: An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas

ORGANIZATION: Texas A&M University
College Station, Texas 77843
(713) 845-2951

PROJECT DIRECTOR: Herman D. Brown

DURATION OF PROJECT: 7/1/78 - 8/31/78

OBJECTIVES

The primary objective of this project is to make a comprehensive analysis and revision of the basic curriculum guide for teaching production agriculture in Texas.

PROCEDURES

The project staff will survey other states searching for relevant materials to include as resource materials in developing a curriculum guide. An instrument will be designed by the project staff to determine reactions of teachers of vocational agriculture to the proposed revised guide.

The State Director of Agricultural Education in the Texas Education Agency will be requested to appoint a twenty-five member state advisory committee to provide direction and advice to the project staff. Three advi-

sory committee meetings will be scheduled during the project. Sub-committees will be organized throughout the State and may include additional personnel not appointed to the original state advisory committee. The state advisory committee will be responsible for validating the revised basic curriculum guide.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The utilization of the revised curriculum guide for teaching vocational agriculture should contribute to the improvement of vocational agriculture programs throughout the State.

PRODUCT(S) TO BE DELIVERED

A revised basic curriculum guide for vocational agriculture will be produced and disseminated to all vocational agriculture teachers in Texas. A comprehensive final report will be developed and published.

ABSTRACT, TOPIC NO. 15

TITLE OF PROJECT: Pilot Project in Vocational Gemology

ORGANIZATION: Paris Junior College
2400 Clarksville
Paris, Texas 75460
(214) 785-7661

PROJECT DIRECTOR: Orlando Paddock

DURATION OF PROJECT: 7/1/78 - 6/30/79

OBJECTIVES

To develop, on a pilot-project basis, a curriculum and training program in vocational gemology designed to prepare students for employment in the jewelry industry.

PROCEDURES

Initially, twenty students will participate in the pilot project and will receive instruction six hours per day, five days per week, for approximately thirteen weeks. Experimental instructional materials will be utilized, evaluated, and further developed to ensure that each student is adequately trained in the identification, grading, and appraisal of natural and synthetic gemstones. A fully developed and evaluated instructional program will be initiated for subsequent groups of students.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The results of the project can be expected to fulfill a widely recognized need for a public instructional program in vocational gemology. The results, in terms of individuals trained for employment, will have an immediate impact on the ability of vocational education to meet the current training needs of industry.

PRODUCT(S) TO BE DELIVERED

The curriculum and instructional program developed during this project will be made available to potential users throughout the state and nation. A comprehensive final report will be published and disseminated.

ABSTRACT, TOPIC NO. 16

TITLE OF PROJECT: Development of a Competency Based Curriculum of Related Instruction for Maintenance Apprentices in the Chemical Industry

ORGANIZATION: College of the Mainland
2001 Palmer Highway
Texas City, Texas 77590

PROJECT DIRECTOR: William L. Raley

DURATION OF PROJECT: 3/1/79 - 2/28/80

OBJECTIVES

To develop and produce a competency-based curriculum for use in the training of maintenance personnel in the chemical industry.

PROCEDURES

The project staff, working with other educators and representatives from the chemical industry, will translate previously developed job analyses into a competency-based curriculum for the training of personnel in nine maintenance occupations common to the chemical industry (boilermaker-rigger, carpenter, electrician, instrument repairer, insulator, machinist, painter, pipefitter, and pumper-gauger). The planned curriculum will consist of approximately 69 course outlines and 727 distinct instructional modules.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

There is a reasonable probability the curriculum materials developed in this project will be used in a substantial number of training programs and will contribute to the improvement of vocational education.

PRODUCTS TO BE DELIVERED

The complete curriculum and a comprehensive final report describing the objectives which were established, the specific procedures used to accomplish the objectives, the specific results produced, and the potential utilization of the results, will be published and disseminated through existing state and national dissemination networks.

ABSTRACT, TOPIC NO. 17

TITLE OF PROJECT: Development of Guidelines for Summer Vocational Agricultural Programs

ORGANIZATION: Texas Tech University
Box 4169
Lubbock, Texas 79409
(806) 742-2816

PROJECT DIRECTOR: Marvin J. Cepica

DURATION OF PROJECT: 7/1/78 - 6/30/79

OBJECTIVES

The objectives of the project are: (1) To identify basic components included in the summer programs of vocational agriculture teachers in Texas, (2) to determine teacher perceptions of the relative importance of groups of activities included in the summer program of vocational agriculture, (3) to determine administrator perceptions of the relative importance of groups of activities included in the summer program of vocational agriculture, (4) to determine the relationship between perceived priorities of teachers and administrators, (5) to determine state staff and teacher educators' opinions as to activities which should be included in an outstanding summer program, and (6) to recommend guidelines for basic summer program operation for vocational agriculture in Texas.

PROCEDURES

An advisory committee will be used composed of teachers, teacher educators, and administrators to initiate the research effort in order to insure successful collection of data and implementation of results. Administrators, teacher educators, and staff perceptions concerning the summer program of vocational agriculture will be determined via a mailed survey instrument. Basic components included in a summer program and teacher perceptions concerning the summer program will be determined via a survey instrument administered at district in-service educational meetings across the state. A second working conference will be held to examine results of each survey and recommend guidelines for summer operation in Texas.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

Guidelines for operation of summer programs of vocational agriculture will be established. Findings will encourage closer administrator-teacher communication, better coordination of the summer programs, and an improvement of summer programs of vocational agriculture in Texas by making them more inclusive, visible, and accountable.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research will be published and disseminated.

ABSTRACT, TOPIC NO. 18

TITLE OF PROJECT: Utilization of the Model to Create Awareness of Sex Bias and Sex Stereotyping in Vocational Education

ORGANIZATION: The University of Texas at Austin
Department of Home Economics
Austin, Texas 78712
(512) 471-4287

PROJECT DIRECTOR: Wilma P. Griffin

DURATION OF PROJECT: 10/1/78 - 6/30/79

OBJECTIVES

The objectives of this project are to utilize, further develop, and assess the materials developed in the research project entitled, "The Development and Pilot Testing of a Model to Create an Awareness of Sex Bias and Sex Stereotyping in Vocational Education."

PROCEDURES

Ten inservice training workshops, utilizing the previously developed materials and assessment instruments, will be conducted during the 1978-79 school year to determine the effectiveness of the materials in creating an awareness of sex bias and sex stereotyping in vocational education.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The results of the project will provide information concerning the effectiveness of this approach to solution of the problem of sex bias and sex stereotyping in vocational education and should contribute to the elimination of sex bias and stereotyping in vocational programs, service, and activities.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research will be published and disseminated.

ABSTRACT, TOPIC NO. 19

TITLE OF PROJECT: The Development and Pilot Testing of a Model to Create an Awareness of Sex Bias and Sex Stereotyping in Vocational Education

ORGANIZATION: The University of Texas at Austin
Department of Home Economics
Austin, Texas 78712
(512) 471-4287

PROJECT DIRECTOR: Wilma P. Griffin

DURATION OF PROJECT: 7/1/78 - 9/30/78

OBJECTIVES

The objective of the project is to develop and pilot test a model to create an awareness of sex bias and sex stereotyping in vocational education programs.

PROCEDURES

The proposed model will be using homemaking teachers in the state as the subject group. The model will consist of adapting existing materials and/or developing new materials which increase awareness of sex bias and sex stereotyping in the classroom and of developing assessment instruments and examples of teaching aids which are free of sex bias and sex stereotyping. A pilot study will be conducted and appropriate revisions made. Facilitators will be trained during the first year of the project. Additional funding will be sought for a second year. During the second year, the facilitators will conduct inservice meetings for all homemaking teachers in the state. Tentative plans include seeking funding for a third year during which follow-up studies will be conducted.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The results of the project will provide information concerning the effectiveness of the model in creating an awareness of sex bias and sex stereotyping as they exist in vocational homemaking programs. The findings can be used by other vocational programs and by other states.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report, describing the research and the developed model in detail, will be published and disseminated.

ABSTRACT, TOPIC NO. 20

TITLE OF PROJECT: Secondary School Data Processing Program Research Project

ORGANIZATION: University of Houston
4800 Calhoun
Houston, Texas 77004
(713) 749-3575

PROJECT DIRECTOR: Sharon Brown

DURATION OF PROJECT: 7/1/78 - 6/30/79

OBJECTIVES

The objectives of the project are to determine: (1) the employment opportunities for data processing graduates who possess a high school diploma; (2) the competencies needed by high school graduates of data processing programs if they are to be employable; (3) the type of curriculum that would best fit the student's needs; (4) if equipment is available that would be suitable and within economic parameters for use in high school programs; and (5) if co-op programs would best provide the type of hands on experience needed by students.

PROCEDURES

The project staff will design instrumentation to meet the objectives and administer such to: (1) 500 businesses of varying sizes and types in Texas; (2) 200 students who are graduates of funded data processing programs in Texas; and (3) 52 community colleges in Texas. The gathered data will be used to provide information as listed below.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

From the instrumentation stated in the Procedures section, the project staff will determine: (1) the employment opportunities in data processing for high school graduates; (2) the competencies needed for employment in data processing occupations; (3) information about the potential for using mini-computers; (4) a proposed secondary school curriculum in data processing; and (5) the potential for using co-op programs to meet the needs of the business community.

PRODUCT(S) TO BE DELIVERED

A comprehensive final report describing the research and the results of the research will be published and disseminated.

ABSTRACT, TOPIC NO. 21

TITLE OF PROJECT: Dissemination Conference on Occupational Research

ORGANIZATION: Texas A&M University
College of Education
College Station, Texas 77843
(713) 845-2436

PROJECT DIRECTOR: Donald L. Clark

DURATION OF PROJECT: 3/1/79 - 6/30/79

OBJECTIVES

To disseminate information on vocational research as provided for in Section 131, P.L. 94-482, and the Texas State Plan for Vocational Education.

PROCEDURES

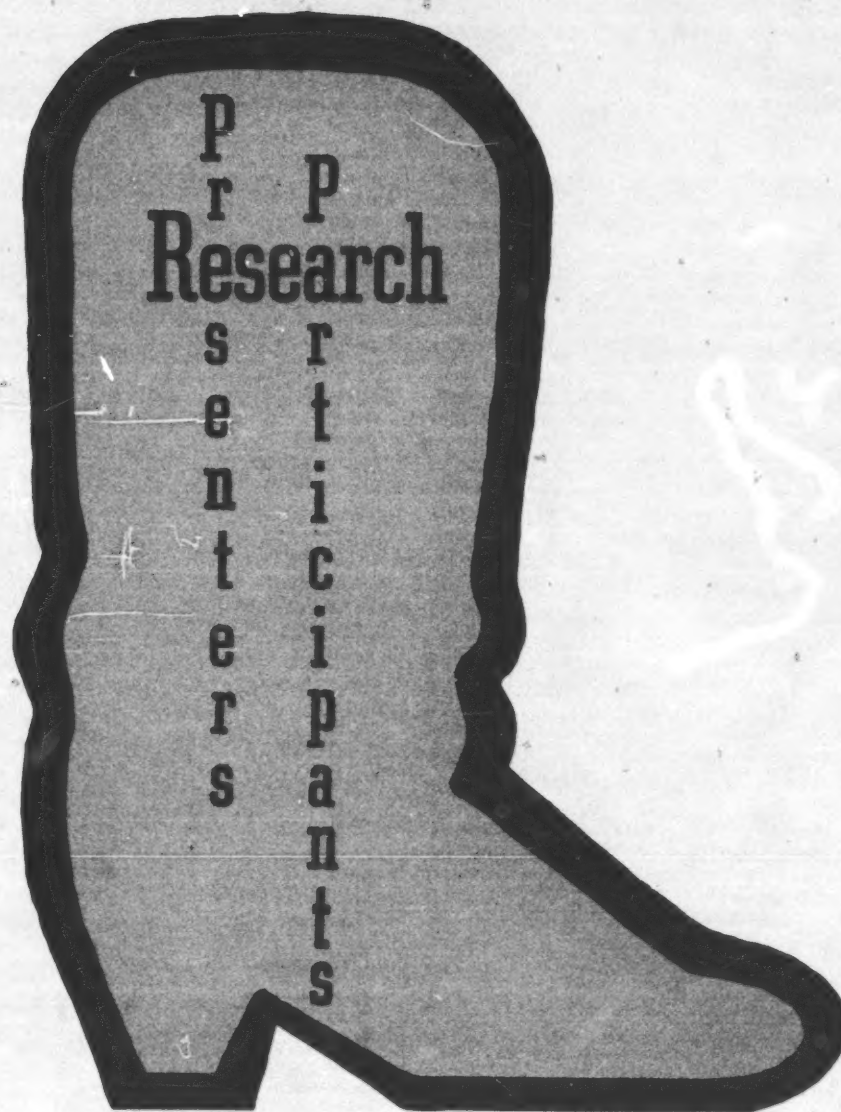
A conference involving approximately 250 vocational educators and other persons interested in vocational research will be planned, developed, organized, conducted, evaluated, and documented by the College of Education, Texas A&M University, in cooperation with Texas Research Coordinating Unit.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION

The dissemination of information about past, current, and planned vocational research in Texas will contribute to an increased awareness of the role and function of research in vocational education and can be expected to stimulate and facilitate the utilization of research products in programs, services, and activities focused on the improvement of occupational education.

PRODUCT(S) TO BE DELIVERED

Abstracts of all vocational research projects in progress or completed in Texas during fiscal years 1978 and 1979 will be developed and published in booklet form for dissemination during and after the conference. A report of the conference proceedings will be published and disseminated. A comprehensive final report, describing the project objectives, the procedures, the specific results, and the proposed use of the results, will be published and disseminated.



Delineate • Tabulate • Calculate • Consolidate • Separate • Correlate • Enumerate • Evaluate • Delineate • Tabulate • Cal

Presenters and Participants

Name	Position	Institution
Nolan Alders	Vocational Administrator	Nacogdoches I.S.D.
Joe Pat Attaway	Admin. for Occupational Ed.	Duncanville Public Schools
R. M. Bagley	Vocational Administrator	Carrollton Farmers Br. I.S.D.
J. C. Barclay	Vocational Director	Sweeny I.S.D.
Camille Bell	Department Chairman (Home Ec.)	Texas Tech University
Donald Bennett	Vocational Director	Cleburne I.S.D.
Melvin T. Berry	Vocational Director	Cuero I.S.D.
Floyd Bevers	Vocational Director	Del Valle I.S.D.
David Bohannon	Vocational Administrator	Lampasas I.S.D.
Allen O. Boehm	Dean, Occup.-Tech. Ed.	San Jacinto College
Betty Preston Boling	Graduate Student	Texas Woman's University
James L. Boone, Jr.	Professor, Industrial Ed.	Texas A&M University
Christopher Borman	Head, Educational Psy. Dept.	Texas A&M University
Wes Braden	Placement Officer	Austin I.S.D.
Leon Brazil	Vocational Director	McKinney I.S.D.
Helen Cox Browder	Teacher Coordinator (Health Occup.)	Texas A&M University
Herman D. Brown	Professor, Agricultural Ed.	Texas A&M University
Naomi Brown	Vocational Counselor	Eagle Pass High School
James P. Butler	Teacher Coordinator	Carrizo Springs High School
M. J. Cepica	Assistant Professor (Ag. Ed)	Texas Tech University
Heuni-Heuni Tsui-Chan	Graduate Student	Texas A&M University
Venita Chandler	Graduate Student	Texas A&M University
James E. Christiansen	Professor, Agricultural Ed.	Texas A&M University
Beverly Clark	Cooperative Ed. Supervisor	Harlandale I.S.D.
Clifton Clark	Vocational Administrator	Galveston I.S.D.
Donald L. Clark	Associate Dean for Research	Texas A&M University
Roy Cockerell	Vocational Administrator	Mission C.I.S.D.
Michael H. Colby	Graduate Student	Texas A&M University
Sherry A. Cole	C.V.A.E. Teacher	University of Houston (student)
Sharon Colson	Research Specialist	Texas A&M University
Toby L. Conner	Vocational Director	Schertz-Cibola-Univ. City I.S.D.
James D. Corey	Professor (Counselor Ed)	Texas Woman's University
Joseph L. Cox	Vocational Director	Hurst-Euless-Bedford I.S.D.
William H. Cox	Coordinator of Curr. Dev.	Texas State Technical Inst.
Carl W. Curtis	Vocational Counselor	Bridgeport I.S.D.
Charles Curtis	Instructor	Texas A&M University
Marie Dalton	Assistant Professor	University of Houston
Jon Denton	Assoc. Professor (Curr. & Inst.)	Texas A&M University
Carla Derryberry	Resource Development	Houston Community College
Gloria Durr	Dept. Chairman	Stephen F. Austin State Univ.
Marvin W. Finto	Director of Voc. Education	Lamar Consolidated I.S.D.
Jack L. Foreman	Dean, Occup. and Tech. Ed.	Brazosport College
Leon Mays Fuqua	Vocational Administrator	Northwest I.S.D.
Edwin M. Ganze	Graduate Student	Texas A&M University
Terry D. Garland	Vocational Director	Wilmer-Hutchins I.S.D.
C. Paul Green	Director of Development	Navarro College
Katy Greenwood	Coordinator of Voc. Programs	Texas A&M University
James Griffitt	Vocational Director	Bonham I.S.D.
G. Dale Gutcher	Professor, Industrial Ed.	Texas A&M University
Pearlie B. Hall	Vocational Counselor	Brownwood I.S.D.
J. D. Handley	Vocational Director	Cypress-Fairbanks I.S.D.
Lorraine Harrison	Graduate Student	Texas A&M University
John H. Hayes	Director Occup. Curr. Lab	East Texas State University
Don R. Henneke	Graduate Student	Texas A&M University
Claude E. Hicks, Jr.	Vocational Counselor	Grand Prairie I.S.D.
Carolyn Hinckley	Educational Writer	Texas Education Agency
Sylvia Hinojosa	Vocational Administrator	Edgewood I.S.D.
Marion R. Hoffman	Vocational Administrator	Southwest I.S.D.
Berry Hogan	Vocational Administrator	Mansfield I.S.D.
Charlotte B. Holmquest	Lecturer, Dept. of Bus. Tech.	University of Houston

Jim Tom House
 Fred Howell
 Curt Jackson
 Rex Jackson
 Maria Jacobson
 Homer Jeffcoat
 Arthur O. Jernigan
 LaRayne Jones
 Jerry Kapes
 Geral Kennedy
 Auston Kerley
 Earl H. Knebel
 Forrest W. Lewis
 Chien-Chung Lin
 Pat Lindley
 Lillian T. Linebarger
 Max Earl Logan
 Walter Loudermill
 Norman Lowrey
 Robert R. Luter
 Bert Lynch
 J. R. Mathis
 Robert A. Matthews
 Bobby J. Meigs
 Oscar Millican
 Mike Mitchell
 Phillip McEndree
 Sharon I. McGee
 Beryl McKinnerney
 Marsha A. McLaughlin
 Pat N. McLeod
 Martha Muncrief
 Leonard E. Nielsen
 Joyce Nies
 E. L. Oates
 Charles G. Orsak
 Orlando Paddock
 Richard J. Parsons
 Edith Patterson
 W. D. Perkins
 Thomas J. Peterson
 Anita Pipkin
 Paul E. Rainey
 J. C. Reed
 Betty Schaeffer
 John Skinkle
 Emmitt Smith
 Enrique Solis, Jr.
 Steve Southern
 Robert L. Stathem
 Billy Streater
 Perry Suter
 Jay S. Taylor
 Leonard D. Thielen
 Gerald W. Thomas
 Charles R. Thompson
 Lois Trahan
 C. Walter Troutman
 Lon Tyler
 Hearol Veteto
 Stan Warren
 Pat Watkins
 Jan Weaver
 Frances C. Willis
 Cecil Y. Wright
 Lindy Wright
 Eugene Youree

Vocational Director
 Vocational Administrator
 Ass't. Media Supervisor
 I.C.T. Coordinator
 Graduate Student
 Vocational Administrator
 Vocational Administrator
 Homemaking Teacher
 Assoc. Professor (Interdiscip. Education)
 Vocational Director
 Assoc. Professor (Ed. Psy.)
 Head, Agricultural Education
 Vocational Administrator
 Graduate Student
 Voc. Curriculum Coordinator
 CVAE Consultant, Professor
 Director of Occupational Ed.
 Vocational Director
 Supervisor Adult Training
 Director, IMC Center
 Vocational Administrator
 Graduate Student
 Vocational Director
 Vocational Counselor
 Program Director for Research
 Assoc. Project Director
 Teacher
 Teacher/Graduate Student
 Dean, Occup.-Tech. Education
 Graduate Student
 Professor, Occup. Voc. Ed.
 Assoc. Prof. (Home Economics)
 Consultant
 Ass't. Prof. (Home Economics)
 Vocational Director
 Assistant Director of Devel.
 Director, Gemology
 Vocational Counselor
 Director, Marketing & Dis. Ed.
 Vocational Director
 Graduate Student
 Vocational Director
 Assistant Professor
 Vocational Director
 Homemaking Teacher
 Assistant Prof. (Interdiscip. Education)
 Vocational Director
 Dean, Research & Development
 Curr. Development Assistant
 Vocational Administrator
 Vocational Administrator
 Supervisor Voc. Agriculture
 Vocational Ed. Administrator
 Vocational Administrator
 Vocational Ed. Administrator
 Vocational Placement Coord.
 Occup. Education Director
 Director of Research
 Placement Coordinator
 Vocational Director
 Vocational Administrator
 Teacher
 Director of Continuing Ed.
 Vocational Administrator
 Coordinator of Equal Access
 Graduate Assistant
 Vocational Administrator

Brenham I.S.D.
 Castleberry I.S.D.
 Windham School District
 Hearne High School
 University of Houston
 La Marque I.S.D.
 Greenville I.S.D.
 Aldine I.S.D.
 Texas A&M University
 Sulphur Springs I.S.D.
 Texas A&M University
 Texas A&M University
 Wharton I.S.D.
 Texas A&M University
 Texas Education Agency
 North Texas State University
 Henderson County Jr. College
 Stephenville Public Schools
 Lamar University
 University of Texas
 San Felipe Del Rio C.I.S.D.
 Texas A&M University
 Bay City I.S.D.
 Silsbee High School
 Texas Education Agency
 Ed. Consortium for N.E. Texas
 Bryan, I.S.D.
 University of Houston
 Ranger Junior College
 Texas A&M University
 North Texas State University
 University of Houston
 Texas Education Agency
 North Texas State University
 Carthage I.S.D.
 Navarro College
 Paris Jr. College
 Grand Prairie I.S.D.
 Houston I.S.D.
 San Angelo I.S.D.
 Texas A&M University
 Edcouch Elsa I.S.D.
 University of Houston
 Garland I.S.D.
 MacArthur High School
 Texas A&M University
 Lufkin I.S.D.
 El Paso Community College
 East Texas State University
 Andrews I.S.D.
 Temple I.S.D.
 Austin I.S.D.
 Harlandale I.S.D.
 McAllen I.S.D.
 Brownwood I.S.D.
 Region VIII Ed. Service Cntr.
 Blinn College
 Texas State Tech. Institute
 Pharr-San Juan-Alamo I.S.D.
 Pecosanton I.S.D.
 Pearland I.S.D.
 Northside I.S.D.
 Henderson Co. Jr. College
 Denison I.S.D.
 Texas Education Agency
 Texas A&M University
 Sherman I.S.D.

Cowboy's Dictionary

Ranch	headquarters where work starts — large farm
Bunkhouses	cowboys house
Bunk	bed
Bedroll	blankets rolled up
Hot Roll	bedding roll — usually takes the place of a suitcase
Warbag	sometimes a flour sack, but usually a seamless grain sack that a cowboy carried and kept his small treasures in
Sugans	called quilts, used in bed rolls
Tarp	ground cover for cowboys bedroll
Pillow	old flour sack — sometimes called warbag
Levis	cowboys pants
Bandanna	wipe rag — cover for nose and mouth from dust or cold wind
Wide Brim Sombrero	cowboy hat used for shade and drinks from hat
Spurs	hooks for boot heels for breaking or gentling horses
Lariat	cowboys rope
Gear	cowboys personal belongings
Chaps	overalls of leather open at the back — cover to protect legs
Saddle	seat for rider of leather
Reins	straps used to drive a horse
Stirrup	loop at end of a strap hung from saddle — to hold foot of rider
Quirt	cowboy whip
Bit	metal bar in horse's mouth
Bridle	straps around horse's head with bit and reins
Bucking Roll	slicker or blanket roll tied across the saddle behind the horn to help the rider wedge himself into the saddle when he was figuring on riding a bad horse
Cantle	the raised back part of the saddle that the rider braced the seat of his pants against
Cinch	the wide band of woven horsehair or cord under the horse's belly to keep the saddle on
Hackamore	a light rope halter with a braided leather noseband
Hull	one of the thousand or more slang names for a saddle
Brand	a mark
Curries	scrapes the horse's hide with a curry comb
Girth	strap around the body of the horse, to hold the saddle in place
Lasso	to rope something
Branded	cows and horses branded with irons
Chuck	food
Chuckwagon	wagon that carries food and bedrolls for cowboys
Cookie	cook's helper — ranch cook
Roundup	accurate idea of cattle a rancher actually owns; also, a social event, ranches work together
Shindig	cowboy dance
Rodeo	horseback riding — steer wrestling — calf roping
Herded	gathering cows together
Cattle Drive	taking herd to market
"Cow Town"	end of trail
Boot Hill	cemetery

Mounts	gets up on horse
Dismounts	gets down from horse
Line Riding	ride to see that their cattle do not stray away
Squeeze-Pen	used for branding cows
Cutting out	term used to single out cows
Tally	keeping account of branding
"Fanned him out"	bucking bronc rider — hat in hand fans; hat is used for hazing (or direction) cattle when he drives them
Riding Circle	scatters different directions looking for cattle
Hazing	steers and cows with their calves scattered in small groups through brush
Rode fence	cowboy hired to ride fence; check fences
Range	open place where cows and horses eat grass
Stampede	horses on run
Crowbait	a horse that looks like he was just that
Dab	when you rope a critter you 'dab a loop on him' — makes it sound easier
Jughead	a horse that looks like a jughead, if you know what that means — having a head as ugly as a jug outside and as empty inside
Salty	kinky or snaky — the opposite of meechin' — the kind of horse dudes and small boys stay off of if they know what they are about
Dogie	motherless calf — undersized calf
Mustang	name used in early days for horse
Maverick	unbranded cow
Outlaw	is any animal that is particularly wild
Paint	horse with irregular patches of white
Rough string	hard to ride horses
Bronc	any unbroken horse off the range — wild horse not use to a rider
Bronc Buster or Peeler ..	fellow who spends his time turning broncs into saddle horses
Bucking	kicking, with head between front legs
Bronc Stomper	man who likes to 'ride rough horses down to nuthin' just for pur cussedness
Rustler	cattle thief
"On the Dodge"	means hiding from the law
Nester	squatter who settled government land
Spud	who is called the wrangler — watches horses in day time
Nighthawk	guards at night
Corral	a fenced in yard for cows or horses
Pilot	starts out first on trail drive
Wrangler	watches horses in day time
Foreman	called top hand
Tophand	a man full of savvy — one who knows his business
Tenderfoot	is a person who is new to a job
Waddy	is a temporary hand hired when a ranch is short of help
Trail Boss	boss of all cowboys on round-up
Shorty	cowboy on a big ranch
Sour Dough	is a cowboy who lives all by himself
Gaucha	South American name for cowboy
Vaquero	Mexican Cowboy
Snaky	salty or kinky — not exactly reliable
Kinky	what you might say of your Uncle Elmer when he's gotten out of bed on the wrong side
Cowboy	nicknames — cowpuncher, cowhand, ranch hand, top hand, cowpoke, waddie, caballero, brush popper, ranahan, rannie, buckaroo